

# EDUCATIONAL RESOURCES INFORMATION CENTER

April 1973

Volume 8 Number 4

**ERIC**

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*education*

## RESEARCH IN EDUCATION

A Monthly Abstract Journal announcing recently completed research and research-related reports in the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/ National Institute of Education

**Organization of Journal** RESEARCH IN EDUCATION is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document Section by ED numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance.

The indexes which follow the résumés in each edition cite the contents by:

- Subject
- Author
- Institution
- Accession numbers

Material for this publication was processed for Linotron printing by Leasco Systems and Research Corporation under contract with the National Institute of Education. Use of funds for printing approved by the Office of Management and Budget March 26, 1971. Contents do not necessarily reflect official National Institute of Education policy.

Subscription: Domestic, \$38.00 a year; foreign, \$9.50 additional. Single copy: Domestic, \$3.25. Send check or money order (no stamps) to the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.



Volume 8 Number 4

April 1973

# Research in Education

ED 069 936 - 070/901

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## Introduction

**Research in Education** is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely educational research reports. It consists of a coordinating staff in Washington, D.C. and 18 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

## **DOCUMENT SECTION**

## SAMPLE ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed. **ED 013 371**

Author(s). **Norberg, Kenneth D.**

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable). \* **64**

Clearinghouse accession number. **AA 000 223**

Title. **Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.**

Organization where document originated. **Sacramento State Coll., Calif. Spons Agency—USOE Bur. of Research Report No.—NDEA-VIIB-449.**

Date published. **Pub Date—15 Apr 66 Contract—OEC-4-16-023**

Contract or Grant Number—contract numbers have OEC prefixes; grant numbers have OEG prefixes. **Note—129 p; Speech given before the 22nd National Conference on Higher Education, Chicago, Ill., 7 Mar 66. Available from—Indiana University Press, 10th and Morton St., Bloomington, Indiana 47401 (\$2.95)**

Alternate source for obtaining documents. **EDRS Price MF-\$0.65 HC-\$6.58**

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS" other sources are cited above. **Descriptors—\*Bibliographies, \*Communication (thought transfer), \*Perception, \*Pictorial Stimuli, \*Symbolic Language, Instructional Technology, Visual Stimuli. Identifiers—Stanford Binet Test, Wechsler Intelligence Scale; Lisp 1.5; Cupertino Union School District.**

Descriptive Note. **The field of analogic, or iconic, signs was explored to (1) develop an annotated bibliography and (2) prepare an analysis of the subject area. The scope of the study was limited to only those components of messages, instructional materials, and communicative stimuli that can be described properly as iconic. The author based the study on a definition of an iconic sign as one that looks like the thing it represents. The bibliography was intended to be representative and reasonably comprehensive and to give emphasis to current research. The analysis explored the nature of iconic signs as reflected in the literature and research.**

Descriptors—subject terms which characterize substantive contents. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.

Informative Abstract.

Abstractor's initials. **(AL)**

\*The key to these codes is as follows:

Code	Description	Code	Description
08	Adult and Vocational Education, Public Law 88-210	52	Library Research and Development, Public Law 89-320, Title II, Part B
16	Captioned Films for the Deaf, Public Law 85-905	56	New Educational Media, Public Law 85-864, Title VII, Part A
24	Cooperative Research, Public Law 89-10, Title IV	64	New Education Media, Public Law 85-864, Title VII, Part B
32	Disadvantaged Students Program, Public Law 89-10, Title I	72	Research in Foreign Countries, Public Law 83-480
40	Handicapped Children and Youth, Public Law 88-164	80	State Educational Agencies Experimental Activities, Public Law 89-10, Title V. Section 505
48	Language Development, Public Law 85-864, Title VI	88	Supplementary Centers and Services, Public Law 88-10, Title III
		95	Other Office of Education Programs

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

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AC—Adult Education .....	5	LI—Library and Information Sciences.....	71
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CS—Reading and Communication Skills.....	18	RC—Rural Education and Small Schools .....	82
EA—Educational Management .....	32	SE—Science, Mathematics, and Environmental Educa- tion .....	87
EC—Exceptional Children .....	42	SO—Social Studies/Social Science Education .....	102
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## AC

ED 069 936 AC 012 443

Smith, William Howard

**Analysis of Factors Associated with Present and Future Program Emphasis of Florida Cooperative Extension Service. The Findings from Extension Studies.**

Pub Date Jan 71

Note—10p.; Summary of D.Ed. dissertation in Extension Education, Louisiana State University, January 1971; R&T Summary No. 25

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (MF, no price quoted)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Agriculture, Community Involvement, \*County Programs, Data Analysis, Doctoral Theses, Educational Needs, \*Extension Agents, Factor Analysis, \*Participant Characteristics, Professional Personnel, \*Program Planning, Research

Identifiers—\*Florida Cooperative Extension Service

How the personnel of the Florida Cooperative Extension Service planned and expended their time was studied, and adjustments considered necessary to providing future educational programs were determined. The four aspects of the study were: (1) the time Florida Cooperative Extension personnel were spending on various areas of the program compared with planned expenditure of time; (2) the relationship of what the personnel, as a county planning unit, said they were going to emphasize to what actually was emphasized in the program; (3) projected program emphasis in five years; and (4) attitudes of extension personnel in regard to the projected program emphasis. The 1969-70 plan of work was used to determine the amount of time planned, and the daily activity report was used to determine the actual amount of time expended. A mail questionnaire was used to obtain the attitudes of all Florida Cooperative Extension personnel, except administrative and supervisory, toward the projected program emphasis. The study findings indicate that staff members trained in technical agriculture were production-oriented, and that they lacked understanding or knowledge of involving lay leaders in planning and implementing programs. The data also indicate that the County Extension Directors spent relatively little time in planning activities and with advisory or planning-type organizations. In general, there was strong sentiment for more time to be projected for farm income and traditional agriculture. (DB)

ED 069 937

Dubin, Samuel S.

**Obsolescence or Lifelong Education: A Choice for the Professional.**

Pub Date 72

Note—35p.; For publication in the American Psychologist, May 1972

Available from—Samuel S. Dubin, Department of Planning Studies, 1 Shields Bldg., The Pennsylvania State University, University Park, Penn. 16802

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Counseling, \*Adult Learning, Bibliographies, \*Continuous Learning, Educational Technology, Evaluation Needs, External Degree Programs, \*Human Services, Leadership Training, Motivation, \*Professional Continuing Education, Professional Personnel, \*Psychological Services, Psychologists, Research Needs, Residential Programs, Self Evaluation, Skill Obsolescence, Technical Reports

Life-long education, in which the learning process is continuous and unbroken, for the professional is discussed from the standpoint of obsolescence, its symptoms and causes, and present efforts to cope with it. The concept of half-life is used to describe a professional's competence, and it is stated that the two factors that are most prominent in hastening professional obsolescence are the rate of change and the addition of new data and knowledge. Two examples of coping with teacher obsolescence, in Japan and Great Britain, are briefly described. It is believed that psychologists possess specific skills by which they can contribute to continuing education and, at the same time, they may benefit by new employment opportunities in this field. These skills relate to: motivation, adult learning, measuring and assessing professional competence, the development and use of educational technology, counseling adults (mid-career change and interpersonal competence, external degree programs, and post-graduate residential programs for professionals), research in continuing education (learning, adult development, communications, and organizational behavior), innovative human service programs, group behavior and laboratory practice in group leadership, individual behavior, the psychology of learning, and learning theory. Four major national priorities for continuing education to which psychologists can make significant contributions are: program planning, leadership development, research development and high-priority items (child development, disadvantaged minorities, urban development, population explosion, alcohol and drug abuse, delinquency,

violence, improved delivery of human services, and worker training). (DB)

ED 069 938

Dubin, Samuel S.

**The Psychology of Keeping Up-To-Date.**

Pub Date 72

Note—17p.; In press, Chemical Technology, September 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Need, \*Adult Learning, Bibliographies, Industrial Personnel, Inter-group Relations, \*Learning Motivation, \*On the Job Training, \*Organizational Climate, Problem Solving, \*Professional Continuing Education, Professional Personnel, Psychology, Skill Obsolescence, Supervisory Methods, Technical Reports

Two major factors in updating the skills of professional personnel—motivation and organizational climate—are integral parts of the concept of lifelong education for updating. A principal determinant of motivation is said to be achievement motivation; a professional must be highly motivated in order to maintain competence throughout his career. It is stated that achievement motivation can be developed in persons as well as built into jobs. Organizational climate is defined as organizational and management practices that arouse motivation, condition attitudes, and shape behavior on the part of its members. A high organizational climate is seen as emphasizing the following characteristics: achievement, concern for excellence, emphasis on problem solving, high reputation for work performance, appropriate training, supportive and friendly atmosphere, and initial job orientation. The relationship between supervisor and subordinate is seen as crucial in the professional development of the subordinate. Three types of supervisors are identified: the innovator, the administrator, and the inactive supervisor. On-the-job learning is considered an important variable of organizational climate, as is the stimulation provided by peer interactions as well as interaction with superiors and subordinates. It is believed that a company should have a written policy that requires updating for its employees. (DB)

ED 069 939

Thomson, Lillian

**The One-Parent Family: Report of an Inquiry on One-Parent Families in Canada.**

Canadian Council on Social Development, Ottawa (Ontario).

Spons Agency—Canadian Dept. of National Health and Welfare, Ottawa (Ontario).

Pub Date Oct 71

Note—173p.



## 6 Document Resumes

### EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adult Counseling, Bibliographic Citations, \*Community Services, Data Analysis, Data Collection, Day Care Services, Family Life Education, Guides, Interviews, Low Income Groups, \*One Parent Family, Parent Associations, \*Parent Attitudes, Parent Child Relationship, \*Participant Characteristics, Questionnaires, Research, \*Social Problems, Technical Reports

Identifiers—\*Canada

To ascertain how one-parent families see their problems and how the community and government help them find solutions, interviews were held with 113 heads of one-parent families in Nova Scotia, Quebec, Ontario, and Vancouver, and 44 consultations were held with representatives of departments and organizations that serve one-parent families. Discussions are presented of the data obtained, under the following subject headings: The Parents; The Children; Some Special People; and Community Services for the One-Parent Family (Public Welfare, Training and Education, Housing, Family Courts and Legal Aid, Day Care of Children, Health Services, Big Brothers/Big Sisters, Churches, Summer Camps, Counseling Services, Family Life Education, Homemaker Services, Some New Forms of Organization, and Organizations of Sole Parents). The 47 recommendations resulting from the study are listed under the following headings: Income; Employment and Social Assistance; Training and Education for Parents; Legal Procedures Affecting Children: Custody and Access; Family Court; Housing; Day Care; Homemaker Services; Big Brothers and Big Sisters Associations; Family Life Education; Holiday Services; Health; The Network of Services; Help to Newly Separated Parents; New Forms of Community Services; and Central Organization of Sole Parents. Appendixes provide: Statistical Data; Interview Guide for Heads of One-Parent Families; Interview Guide for Agencies; Memorandum to public health nurses, social workers, and others; Questionnaire for One-Parent organizations; and References. (DB)

### ED 069 940 AC 012 958 UNESCO Questionnaire: Third International Conference on Adult Education.

National Advisory Council on Adult Education, Washington, D. C.

Spons Agency—Department of State, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date Nov 71

Note—49p.

### EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Adult Education, \*Conferences, Educational Programs, Financial Support, Objectives, Personnel, Problem Solving, \*Questionnaires, Relevance (Education), Teaching Methods

Identifiers—\*United Nations

This document comprises a response to a UNESCO questionnaire submitted to the National Advisory Council on Adult Education. It is divided into the following sections: (1) The Relation of Adult Education to Economic, Social and Political Objectives, a section which emphasizes that the best long-range solution to the problems of society and the individual is to provide quality and relevant programs for the entire adult population; (2) Adult Education in Relation to the Educational System, a section in which adult education is defined as those programs offered for adults who have passed compulsory school attendance age and left formal schooling; (3) Financial Resources; (4) Methodological Aspects, and (5) Personnel for Adult Education. (CK)

### ED 069 941 AC 012 962

Britton, Joseph H. Britton, Jean O.  
Personality Changes in Aging: A Longitudinal Study of Community Residents.

Pub Date 72

Note—222p.

Available from—Springer Publishing Company, Inc., 200 Park Avenue South, New York City, N. Y. 10003 (no price quoted)

Document Not Available from EDRS.

Descriptors—Adjustment (to Environment), \*Behavioral Science Research, Bibliographies, Books, Caucasians, \*Community Attitudes, Death, Disadvantaged Groups, Females, Interviews, Longitudinal Studies, Males, \*Older Adults, Personal Adjustment, \*Personality Change, \*Psychological Testing, Research Methodology, Role Perception, Tests

Identifiers—\*Pennsylvania

The specific aims of the investigation reported in this book were: (1) to determine the consistency or change in personality and adjustment of older adults over time and to learn what factors are related to consistency or changes; (2) to study the problem of survivorship by analyzing differences between survivors in regard to socio-psychological correlates of survival; and (3) to investigate the social norms and expectations for the behavior of older persons, to learn how a small community regards its aged members. Chapters of the book are as follows: 1. The Research Problem: Stability and Survival of Older Community Residents; 2. The Setting and the Study Populations; 3. Continuity and Change in Personality and Adjustment; 4. Aging and Survival; 5. The Place of the Old in a Small Community; 6. Summary and Interpretation. The 12 appendixes are: A. Press Release, 1965; B. 1955 Information Sheet; C. 1955 Interview Schedule; D. 1956 Interview Schedule; E. Thematic Apperception Test Rating Sheet, and Outline for TAT analysis; F. The Judge's Rating; G. Interviewer's Report; H. Community Rating, Panelist Interview; I. Organization Leader Interview; J. Professional Services Interview, K. Community Rating, Q-Sort Items; and L. Community Rating, Q-Sort Recording Sheet. Numerous references and a subject index are provided. (DB)

### ED 069 942 AC 012 963

Siroka, Robert W., Ed. And Others  
Sensitivity Training and Group Encounter, an Introduction.

Report No.—GUL-254

Pub Date 71

Note—225p.

Available from—Grosset & Dunlap, New York, New York (\$2.95, paperback)

Document Not Available from EDRS.

Descriptors—Adults, Bibliographies, Books, Group Dynamics, \*Group Therapy, Guides, \*Human Relations, Interaction Process Analysis, Interpersonal Competence, Interpersonal Relationship, Personal Growth, Psychology, \*Psychotherapy, Role Playing, \*Self Congruence, \*Sensitivity Training, Social Psychology, T Groups

"Sensitivity Training and Group Encounter" attempts to explore group interaction on many levels—verbal, sensory, and physical. It can be utilized as a model for dealing with various forms of interpersonal relations, from ongoing social issues to the isolation, alienation, and distrust felt by the members of a group. Presented as a guide to this development of means of enhancing human relatedness and individual potential through dynamic groups processes are articles representative of the major sensitivity approaches. The techniques, benefits, and sometimes the limitations of group experiences are discussed. Among the topics presented are the conceptual framework, the distinctions among the different kinds of sensitivity and encounter methods, and the history and development of the sensitivity training movement. Separate sections on T-groups, attack approaches, psychodrama, and the marathon are included. Bibliographies are provided following each of five sections in the book, and three appendixes present A. Sensory Approaches; A Selected Bibliography; B. A Selected General Encounter Bibliography; and C. Notes on the Contributors. (Author/DB)

### ED 069 943 AC 012 964

Flynn, Elizabeth W. La Faso, John F.  
Group Discussion as Learning Process. A Sourcebook.

Pub Date 72

Note—253p.

Available from—Paulist Press, 400 Sette Drive, Paramus, N. J. 07652 (\$5.95)

Document Not Available from EDRS.

Descriptors—Adult Leaders, Adults, Behavioral Objectives, Bibliographies, Books, Communication (Thought Transfer), Discussion (Teaching Technique), Discussion Groups, \*Group Discussion, \*Group Dynamics, Guides, \*Human Relations, Interpersonal Competence, \*Leadership Training, \*Learning Activities, Motivation, Problem Solving, Teaching Techniques

Designed to be of practical assistance to those interested in improving their abilities for group discussion leadership and participation and their knowledge of learning-discussion groups, this book is organized so that the first seven chapters are concerned with theory and the last seven con-

cern practical application. The chapter titles are as follows: 1. Group Discussion and Leadership; 2. The Learning Group Member; 3. Group Behavior and Dynamics; 4. Group Organization and Democratic Leadership; 5. The Leader as Trainer: The Group as Decision System; 6. Sources of Problems; 7. The Value of Group Discussion in Education; 8. Getting Started; 9. Questions and Answers; 10. Preparing to Lead; 11. Leading; 12. Democratic Leader's Goals and Means; 13. Overcoming Problems; and 14. Role-Playing and Other Simulations. A list of suggested reading, index of subjects and names, and description of materials for the first session are provided. (DB)

### ED 069 944 AC 012 965

Farmer, James A., Jr. And Others  
Developing Community Service and Continuing Education Programs in California Higher Education Institutions. An Evaluation of the Title I (HEA, 1965) Program in California, 1966-1971.

California State Coordinating Council for Higher Education, Sacramento.

Pub Date May 72

Note—117p.; Council Report 72-4

Available from—Russell L. Riese, Coordinating Council for Higher Education, Sacramento, California (Free of charge)

### EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Adult Education Programs, \*Community Services, \*Data Analysis, Educational Finance, \*Federal Government, Higher Education, Models, Objectives, Problem Solving, \*Program Evaluation, Projects, State Agencies, Team Work

Identifiers—California

An evaluation of Title I of the Higher Education Act of 1965 is presented. This act committed federal support at the 75 percent level to institutions of higher education for community service and continuing education programs to the attainment of these two objectives: (1) To help solve community problems; and (2) To strengthen and improve community service and continuing education programs of institutions of higher education. The evaluation team found that there have been several sources of confusion in interpreting the Title I Act. A widespread agreement was found that the Act itself contains a lack of clarity concerning what kinds of activities are appropriately fundable with Title I funds. In Chapter I, similarities and differences that have been identified between what seems to be the intent of the act and each of the following are presented: (1) the agricultural extension model, (2) community development, (3) community services in community college, and (4) public service in higher education institutions in general. The analysis of the evaluative data led to the inductive identification of the following alternative involvement models: (1) the Faculty Involvement Model, (2) the Student Involvement Model, (3) the Agency Involvement Model, (4) the Target Population Involvement Model, (5) the Transactive Involvement Model, and (6) the Comprehensive Involvement Model. The evaluative data generally indicate that the achievement of positive effects from local Title I projects was facilitated by the role played by the State agency. (Author/CK)

### ED 069 945 AC 012 967

Jacobson, Myrtle S.  
Night and Day: The Interaction Between an Academic Institution and Its Evening College.

Pub Date 70

Note—358p.

Available from—The Scarecrow Press, Inc., Metuchen, New Jersey (\$10.00)

Document Not Available from EDRS.

Descriptors—Colleges, Environmental Influences, Evening Colleges, \*Group Dynamics, \*Higher Education, \*Interaction Process Analysis, Objectives, \*Organization, Policy Formation, Power Structure, Research

An organizational study of the dynamics of interaction between the parent college and one of its component units is presented. The analysis is not limited to formal organizational structure and function. At relevant points, the dynamics of informal groupings and relationships are introduced. The research involved examination of a vast number of official documents, correspondence, policy statements and other original data. This presentation is divided into the following

chapters: (1) Organizational Structure, (2) Organizational Goals, (3) Innovation through Cooperation, (4) Authority and Responsibility: Internal, (5) Stress and Strain: The Effects of Environmental Pressures, (6) Image and Identity, and (7) Retrospects and Prospects. (CK)

**ED 069 946** AC 012 969  
 Luke, Robert A.

**The Role of the Professional Association in Continuing Professional Education.**

Pub Date 72

Note—15p.; Originally entitled "Multiple Sponsors" in preparation for delivery as one of a series of papers on "Continuing Professional Development," Univ. of Illinois College of Education, Spring 1972.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Adult Basic Education, Decision Making, Educational Planning, \*Educational Programs, Employers, Evaluation, Higher Education, Problem Solving, \*Professional Associations, \*Professional Continuing Education, \*Role Perception, Southern States, \*Universities, Vocational Development

A discussion of those programs and activities of institutions of higher education, of employers and of professional associations which involve some sort of joint action or a collaborative effort on the part of any combination of two or more of any of the three is presented. The focus of this discussion is on those training programs which require released time, depend upon cooperative decision making patterns, and which are clearly aimed at systematic career development. The three major forces—the university, the professional association and the employer—are frequently completely separate and unrelated to each other. Brief description is given of the Adult Basic Education Professional Staff Development Program in the southeastern states and administered by the Southern Regional Education Board. There were two main elements of the program plan: (a) a major role for higher education institutions and (b) a leadership role within each state for the state director of each state and for members of his staff. It was found that the process of sharing resources, of planning together, and of learning from each other can only take place within a deliberately developed intellectual climate which supports fact-finding, systematic problem solving, and rational self-evaluation. (CK)

**ED 069 947** AC 012 971  
 Niemi, John A.

**Communicating With the So-Called Disadvantaged -- Can We Find a Common Ground?**

Pub Date 72

Note—12p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Adult Education, \*Adult Educators, Attitudes, \*Communication (Thought Transfer), \*Cultural Differences, Disadvantaged Groups, Environmental Influences, Problem Solving, \*Program Planning, Values

Focus on some of the problems of culturally different groups is the purpose of this paper; also, some implications are drawn for the adult educator. These problems are basically problems of communication caused by the apartness of these groups from the dominant society. The communication process is defined as involving an exchange of meaning between the sender (Encoder) of a message and the receiver (Decoder). In three studies, researchers set out to identify personality traits common to culturally different groups and to describe relationships between them and the dominant society. Bases of difference include different value systems and attitudes springing from social, economic and other forces operating in the environment. Other impediments to communication arise from differences in language. Some implications of these communication problems for the adult educator are: (1) The adult educator must involve these groups in the program planning process; (2) He must learn to respect the difference in language; and (3) The adult educator must enlist the aid of sophisticated members of the different groups in the planning process of any program. (CK)

**ED 069 948** AC 012 973  
 Adult Basic Education: An Evaluation of Materials. Volume I. Contains resource materials on English as a Second Language and English. Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.

Spons Agency—Office of Education (DHEW), Washington, D. C. Div. of Adult Basic Education.

Grant—OEG-2-7-005081-5081

Note—117p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Adult Basic Education, \*Adult Educators, Children, Elementary School Students, \*English (Second Language), English Instruction, Evaluation Criteria, \*Instructional Materials, \*Resource Materials, Secondary School Students, Spanish Speaking, Teacher Characteristics

An attempt to meet the need for resource materials available for Adult Basic Education (ABE) personnel who work with Spanish-speaking adults is presented. The information presented was acquired by writing to commercial publishers throughout the country. Evaluations included were completed by identifying the usefulness of the curricular offerings for Spanish-speaking adults. Portions of the evaluations are designed for children and junior and senior high school students, some of these have proven useful to adults. Evaluative criteria used when the materials were assessed include: Title, Author, Publisher, Objectives, Criterion Measures, Instructional Components, Learner Prerequisite, Teacher Requirements, Reliability Effect, Cost, and Time. (Author/CK)

**ED 069 949** AC 012 974

**Adult Basic Education: An Evaluation of Materials. Volume II. Contains materials on Reading, Math, Citizenship, Consumer Education, Science-Health, and Social Studies.**

Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.

Spons Agency—Office of Education (DHEW), Washington, D. C. Div. of Adult Basic Education.

Grant—OEG-2-7-005081-5081

Note—208p.

**EDRS Price MF-\$0.65 HC-\$9.87**

Descriptors—\*Adult Basic Education, \*Adult Educators, Children, Elementary School Students, \*English (Second Language), English Instruction, Evaluation Criteria, \*Instructional Materials, \*Resource Materials, Secondary School Students, Spanish Speaking, Teacher Characteristics

An attempt to meet the need for resource materials Spanish-speaking adults is presented. The information presented was acquired by writing to commercial publishers throughout the country. Evaluations included were completed by identifying the usefulness of the curricular offerings for Spanish-speaking adults. Portions of the evaluations are designed for children and junior high school students; some of these have proven useful to adults. Evaluative criteria used when the materials were assessed include: Title, Author, Publisher, Objectives, Criterion Measures, Instructional Components, Learner Prerequisite, Teacher Requirements, Reliability Effect, Cost, and Time. (Author/CK)

**ED 069 950** AC 012 975

**Adult Basic Education: An Evaluation of Materials. Volume III. Contains resource materials on Supplemental Language Arts; Vocational Education; Social Living; General Equivalency Diploma; English, Literature, Math, Social Studies, Science; Equivalency Examination Materials; Spelling; Vocational.**

Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.

Spons Agency—Office of Education (DHEW), Washington, D. C. Div. of Adult Basic Education.

Grant—OEG-2-7-005081-5081

Note—184p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Adult Basic Education, \*Adult Educators, Children, Elementary School Students, \*English (Second Language), English Instruction, Evaluation Criteria, \*Instructional Materials, \*Resource Materials, Secondary School Students, Spanish Speaking, Teacher Characteristics

An attempt to meet the need for resource materials available for Adult Basic Education (ABE) personnel who work with Spanish-speaking adults is presented. The information presented was acquired by writing to commercial publishers throughout the country. Evaluations included were completed by identifying the usefulness of the curricular offerings for Spanish-

speaking adults. Portions of the evaluations are designed for children and junior and senior high school students; some of these have proven useful to adults. Evaluative criteria used when the materials were assessed include: Title, Author, Publisher, Objectives, Criterion Measures, Instructional Components, Learner Prerequisite, Teacher Requirements, Reliability Effect, Cost and Time. (Author/CK)

**ED 069 951** AC 012 976

**Parent Education in the Adult Education Program.**

New York State Education Dept., Albany. Bureau of Child Development and Parent Education.

Pub Date 68

Note—10p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Adult Counseling, \*Adult Education Programs, \*Child Rearing, Community Programs, Conferences, \*Course Content, Discussion (Teaching Technique), \*Discussion Groups, Family Life Education, Guides, Informal Leadership, Parent Child Relationship, \*Parent Education, Parents, Resource Materials, Workshops

The concept of parent education, i.e., activities or programs that offer parents an opportunity to gain information and knowledge to aid them in their role as parents, is outlined and discussed. The topics considered are: I. What Is the Purpose of Parent Education? II. What People Does It Serve? III. How Organize Parent Education and Recruit Parents? IV. Where and How Find Leaders? V. What Is the Content of Parent Education? VI. What Are the Methods of Parent Education? VII. What Kinds of Programs Are Conducted? (Interpreting Education to Parents; Great Issues in Education; Special Problems of a Community-Wide Nature; Child Study and Guidance; Informal Reading and Discussion Groups; Parent Child Workshops; and Family Living Conference); and VIII. What Materials Are Available? (DB)

**ED 069 952** AC 012 982

Rabe, Henrietta F. Meskil, Mildred O.

**That Extra Dollar in Later Life. Four Courses of Study.**

New York State Education Dept., Albany.

Pub Date 58

Note—119p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Adult Education Programs, Business Education, Consultants, \*Course Descriptions, Employment Programs, Guides, Income, \*Job Skills, Leadership Responsibility, \*Older Adults, Resource Materials, Service Education, \*Special Degree Programs, Training Objectives, Unemployed

This handbook is focused directly on training possibilities to meet the dollar needs of older persons. Part I consists of a course of study designed specifically for persons seeking a supplemental income through a small, possibly home-based, business enterprise. Part II suggests a cooperative plan with local agencies or groups, particularly the State Employment Service, for the training of older workers for jobs geared to existing local labor shortages. It includes three suggested courses of study including: 1. A Refresher Course in Stenography and Typewriting (for older women), 2. Home Companion Training, and 3. Streamlined Housekeeping (for Job Training). Each of these courses is complete with (1) suggestions to the director for organizing each course as a part of the adult education program, (2) suggestions to the leader who is employed by the school to conduct the course, and (3) a course of study with suggested methodology, bibliography, etc. (Author/DB)

**ED 069 953** AC 012 999

**Tested Techniques for Teachers of Adults.**

National Association for Public Continuing and Adult Education, Washington, D.C.

Pub Date 72

Note—59p.; Material appeared originally in "Techniques for Teachers of Adults" newsletter Available from—National Association for Public Continuing and Adult Education, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (Single copy \$3.00; 10% discount 2-9 copies, 20% on 10 or more copies)

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

## 8 Document Resumes

Descriptors—Academic Education, \*Adult Students, Creative Teaching, \*Disadvantaged Groups, Learning Activities, Program Planning, Reading Instruction, \*Student Characteristics, \*Teaching Guides, \*Teaching Techniques

Ten issues of the newsletter "Techniques for Teachers of Adults" are reproduced in this handbook. The 10 chapters are as follows: I. Teaching Adults Is Different . . . or Is It?; II. Underprivileged—or Underestimated; III. Planning Is Suddenly the "In" Thing; IV. Helping Your Students Develop Self-Confidence; V. Reading Is Basic; VI. Learning Is an Active Verb; VII. Are You Fostering "Non-Think"?; VIII. Once More—with Feeling; IX. Everybody Has a Message; and X. Replenish Your Idea Bank. Other titles published by the NAPCAE are listed, and information concerning NAPCAE memberships is provided. (DB)

**ED 069 954** AC 014 000

Reagan, Michael V., Ed. Chertow, Doris S., Ed. **The Challenge of Modern Church-Public Relations.**

Syracuse Univ., N.Y. Publications Program in Continuing Education.

Pub Date Dec 72

Note—74p.; Papers presented at Institute on Modern Religious Communication Dilemmas, Syracuse University, November 1971

Available from—Library of Continuing Education, 107 Roney Lane, Syracuse, New York 13210 (\$3.00)

**Document Not Available from EDRS.**

Descriptors—Books, Churches, \*Church Workers, \*Communication Problems, Decision Making, Institutes (Training Programs), Problem Solving, Professional Continuing Education, Professional Personnel, \*Public Relations, \*Religion, \*Social Problems, Speeches

Papers presented at the Institute on Modern Religious Communication Dilemmas, held at Syracuse University's Continuing Education Center for the Public Service in November 1971, are provided. The focus of the institute was the dilemmas facing modern church-public relations practitioners. The papers reproduced in this book provide a descriptive overview of some of the complexities of religious communications dilemmas brought out at the institute. The papers and their authors are as follows: (1) Introduction by Burton W. Marvin; (2) "Six Propositions on the Future of Religion" by Warren L. Ziegler; (3) "The Crisis in Culture, Belief, and Church" by T. William Hall; (4) "Toward a Social Theory of Human Communication" by William P. Ehling; (5) "Event Magazine: A Case Study in Controversy" by James E. Solheim; (6) "Religion as a Marketing Problem and How Research Can Help" by Jack Haskins; (7) "United Methodist Information Area Survey, 1970" by Robert Lear; (8) "Managing Survival in a Public Relations Paradox" by George deLodzia; (9) "P.E.A.C.E. Simulation" by Roger Sorochty; and (10) "The Future Depends on Us" by Michael V. Reagan. Two of the papers have bibliographies. (DB)

**ED 069 955** AC 014 001

**Report on Social Education in Rapidly Changing Society.**

Ministry of Education, Tokyo (Japan).

Pub Date 72

Note—86p.; Submitted by the Social Education Council, April 30, 1971

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Administrative Personnel, Adults, Children, \*Continuous Learning, \*Curriculum Design, Educational Facilities, Educational Finance, Government Role, Leadership Qualities, Older Adults, \*Program Descriptions, \*Self Help Programs, \*Social Change, Staff Role, Statistical Data, Womens Education, Young Adults

Identifiers—\*Japan, Social Education

Social education in Japan is discussed as to: (1) the problems in social education for each life stage as a result of social change; (2) the present situation and direction future efforts should take with respect to the content, methods, organizations, facilities, and leaders of social education; and (3) the role and major problems of social education administration. As a result of the study, it was found that social education is confronted with various new problems due to such social changes as progress in industrialization, the increase in middle- and old-aged population, the concentration of the population in urban areas,

the growing tendency toward the nuclearization of the family, the increase in the educational standard, etc. Roles and problems that social education should deal with in the future are said to be the following: (1) broadening the concept of Social Education; (2) systematization of Social Education from the viewpoint of life-long education; (3) improvement of educational content and methods for meeting the variety of demands; (4) promotion of organized activities and voluntary activities; and (5) increased emphasis on Social Education administration. Annex I, Statistical Data, provides, in tables, data concerning social changes; content of learning, learning activities, etc.; social education facilities; personnel (including professional staff) in social education; and social education expenditures. Annex II lists social education facilities and personnel. (For related document, see AC 014 002.) (DB)

**ED 069 956**

AC 014 002

**Social Education and Its Administration in Japan.**

Ministry of Education, Tokyo (Japan).

Pub Date 72

Note—44p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Administrative Personnel, \*Adult Education Programs, \*Continuous Learning, Correspondence Study, Educational Facilities, Educational Radio, Educational Television, Films, Inservice Programs, \*Out of School Youth, Parent Education, \*Program Descriptions, Rural Youth, Staff Role, \*Summer Programs, Technical Education, University Extension, Vocational Education, Womens Education, Youth Programs

Identifiers—\*Japan, Social Education

Japanese social education covers all aspects of life, including out-of-school education for children, parents' education in connection with education in the home, etc., from a viewpoint of life-long education. Both governmental and non-governmental agencies are concerned with the programs. Personnel who are most involved with social education are Social Education Officers, Kominkan Officers, Librarians, Museum Staff, and Social Education Leaders. Training for such personnel is provided by the National Training Institute of Social Education, Study Tours Abroad for Officers and Leaders, and a Training Course on Audiovisual Education. Facilities utilized in the program are citizens' public halls, libraries, museums, audiovisual libraries, miscellaneous schools, youth centers, children's nature centers, a cultural center for children, the Olympic Memorial Youth Center, youth hostels, youth workers homes, farm youth training farms, facilities for physical activities, vocational training centers, women's centers, homes and centers for working women, radio and television companies, organizations that provide social education by correspondence, organizations that provide skill examinations, and private educational film producers. Curriculum activities are Youth Study Classes, Training Courses for New Employees, Field Study Tours, Youth Corps for Development of Industry, Youth Mission Abroad, Adult Schools and Classes, Women's Study Classes and Courses, Parent Education Classes, Opening of School Facilities, and University Extension Courses. An appendix gives locations of youth centers, shows trends in enrollment, and diagrams the school education system. (For related document, see AC 014 001.) (DB)

**ED 069 957**

AC 014 004

Coplin, William, Comp. Cohen, Larry, Comp.

**A Handbook for University-Community Discussion of Urban Problems. A Model for Urban Study Programs Involving College Students and Community Adults.**

Syracuse Univ., N.Y. Continuing Education Center for the Public Service.

Spons Agency—New York State Education Dept., Albany.

Pub Date 72

Note—24p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Adult Students, \*City Problems, \*College Curriculum, College Students, \*Community Programs, \*Course Descriptions, Guides, Higher Education, Models, Problem Solving, Program Development, Program Evaluation, \*Role Playing, School Community Relationship

Identifiers—New York, Syracuse

Techniques employed in a "Joint University-Community Urban Problem-Solving Course" in promoting discussion among two diverse sets of population are described in this handbook. The course, offered during the Fall 1971 and Spring 1972 semesters at Syracuse University, comprised approximately 30 undergraduates from the university and 30 members of the Greater Syracuse community. The program was conducted with a two-hour meeting once a week, each meeting being devoted to one of the public policy issues of the program: education, housing, unemployment, and police-community relations. One or more role-playing exercises or structured simulation exercises were conducted for each issue. In each class session, the staff explained the game, and asked class members to take certain roles. Following each exercise, a full-group discussion was conducted on the issues presented, pro and con arguments, the quality of role playing, problems presented, and how close the exercises were to the actual situations. In some instances, the role playing was video-taped and played back to the class for critique and analysis. This follow-up was considered important in determining what participants learned during the game sessions. During the sessions on each topic, some time was usually devoted to a presentation by a local authority on the topic. Class presentations were made before community groups on nine occasions. Appendixes present two examples of exercises employed in the program. Samples of the communications form, war form, and petition form are provided. (DB)

**ED 069 958**

AC 014 005

**Target: Tomorrow. Second Career Planning for Military Retirees.**

Department of Defense, Washington, D.C. Assistant Secretary of Defense (Manpower and Reserve Affairs).

Report No—AFP-211-6; DA-PAM-608-31; NAVMC-2638; NAVPERS-15178

Pub Date Mar 72

Note—95p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 0800-0415, \$5.55)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Career Change, \*Career Planning, Employment Opportunities, Guides, Job Applicants, Job Skills, Males, \*Military Personnel, Occupational Guidance, Retirement, \*Vocational Adjustment, \*Vocational Retraining

Identifiers—\*Serviceman Retirement

Intended for the career serviceman, this booklet attempts to provide the retiree with workable solutions to his own retirement situation and to assist him in resolving the transition between military and civilian life. The four steps the serviceman must take in approaching second career employment are given as follows: (1) review his experience, (2) develop his civilian employment objectives, (3) prepare for his job search, and (4) negotiate for his employment. Section 1 of the booklet discusses step (1); Section 2 concerns step (2); Sections 3 and 4 relate to step (3); and Section 6 provides information on step (4). In Section 5 of the booklet, agencies and activities, both Government and private, that can assist the retiree in obtaining employment are indicated and briefly discussed. In the final section, number 7, the effect that the transition from military to civilian life will have on the retiree's family is considered. Five appendices contain the following material: A. State and Local Government Positions; B. Education and Education Services; C. Management Assistance Program; D. Franchises; E. Sales Occupations; and F. Professional and Social Service Organizations. (DB)

**ED 069 959**

AC 014 006

**Inventory of Readiness for Literacy. Phase 1: Visual Discrimination and Select Cognitive Abilities.**

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.

Pub Date 72

Note—62p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Adult Literacy, Anglo Americans, \*Cognitive Ability, Evaluation Techniques, \*Illiterate Adults, \*Learning Readiness, Literacy, Scoring, Test Construction, \*Tests, \*Visual Discrimination, Visual Measures

Identifiers—\*Test of Readiness for Literacy



This inventory is designed to assess the degree to which adults who are illiterate possess some of the more commonly acknowledged requisites to learning to read. Instructions for administering the inventory are provided in enough detail to insure a reasonably accurate assessment of visual discrimination and select cognitive abilities. The inventory may be given to groups of students, and the directions assume a classroom situation with 20 or less students who speak English as their native language; however, with slight modifications, the inventory may be administered on an individual basis. The inventory takes about 45 minutes to complete. Fourteen pages of the inventory contain enlargements that are needed for the Visual Memory-Objects in Isolation Test. Scoring is accomplished by recording the number of correct responses over the total possible correct for each of the tests, as indicated on the scoring sheet that is provided. No norms are available for the inventory. The Test of Readiness for Literacy is made up of the following sections: I. Following one-step directions; II. Following two-step directions; III. Left-right; IV. Same-different; V. First-second-third-last; VI. Visual discrimination; VII. Visual memory; and VIII. Cognition. (DB)

**ED 069 960** AC 014 007

Dieterly, Duncan L. Schneider, Benjamin  
**The Effect of Organizational Environment on Perceived Power and Climate: A Laboratory Study.** Maryland Univ., College Park. Dept. of Psychology.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—MU-DP-RR-1

Pub Date Oct 72

Note—48p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Analysis of Variance, Behavioral Science Research, College Students, \*Decision Making, \*Individual Power, \*Job Satisfaction, Laboratory Experiments, \*Organizational Climate, \*Participation, Psychological Tests, Research Methodology, Research Reviews (Publications), Self Concept, White Collar Occupations

Behavior in organizations was conceptualized to be based on self-perceived power and perceived organizational climate. Power and climate perceptions were investigated as a function of three dimensions of organizational environment. The 2 x 2 x 3 (level of participation, profit or service orientation, and position level, respectively) design (N = 120) was carried out in a laboratory setting. Five dimensions of power and 4 dimensions of climate were assessed as dependent variables. Climate and power perceptions were not strongly related to each other. Level of participation is the main contributor to self-perceived power both as a main effect and in interaction with profit/service orientation and position level. Profit/service orientation is the main contributor to climate perceptions, generally in interaction with one or the other of the environmental variables but also as a main effect. Two strong findings were that participative decision making seems to result in decreased self-perceived power for occupants of higher positions and that a service orientation combined with participative decision making leads to positive climate perceptions. Implications for change toward increased participation in organizations are discussed. (Author)

**ED 069 961** AC 014 008

**Catalog of Courses and Conferences, 1972-1973.** Defense Civil Preparedness Agency (DOD), Battle Creek, Mich.

Report No.—DCPA-MP-39

Pub Date May 72

Note—21p.; This pamphlet supersedes MP-39, 1971 "Civil Defense Training Courses and Conferences"

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Administrative Personnel, Adult Programs, Catalogs, \*Civil Defense, Conferences, \*Course Descriptions, Educational Programs, Home Study, Instructional Staff, \*Management Education, Pamphlets, Seminars, State Programs, \*Teacher Education, \*Vocational Development, Workshops

The types of courses, conferences, and workshops sponsored by the Defense Civil Preparedness Agency tuition-free are listed and

described in this pamphlet. The training programs are not representative of all civil defense training available. The 21 courses and conferences listed are: Conferences for Public Officials; Conferences for Business and Industry; Shelter Management for Instructors' Course; Shelter Management Course; Civil Defense Management Course; Radiological Monitoring for Instructors' Course; Radiological Defense Officer; Civil Defense Planning and Operations Course; Emergency Operation Simulation; Personal and Family Survival Course; RAMONT (Radiological Monitoring Course); Workshops for School Officials; School Emergency Plans; Civil Defense Management and Planning and Operations (Civil Affairs); Basic Concepts of Civil Defense Radiation Control; Medical Self-Help Course; Rural Civil Defense Education Program; Industrial Civil Defense Management; Radiological Instructor Workshop; Civil Defense Career Development Program for Local Directors/Coordinators; and Career Development Graduate Seminar. Descriptions of two home study civil defense courses, a schedule of courses for Fiscal Year 1973, addresses of State Civil Defense Offices, a chart showing which courses and conferences are offered in each State, and addresses of DCPA Regional Offices are also provided. (DB)

**ED 069 962** AC 014 012

Cortright, Richard W.

**The Interaction of Adult Education and General Education.**

Pub Date 72

Note—61p.; Prepared for the UNESCO Third World Conference on Adult Education (Tokyo, Japan, 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Adult Basic Education, \*Adult Education, Community Schools, \*Educational Trends, Extension Education, Foreign Students, \*General Education, \*Interaction, \*Learning Experience, Objectives, Proprietary Schools, Public Education, Religious Education

The fourth force in American education is considered to be adults "beyond school age" who are participating in educational experiences. This is described by the following: education for the foreign born, life-long learning, basic education, community development, extension education, continuing education, community school, permanent education, or adult education. These terms reflect a gamut of educational experiences which "out-of-school" learners take part in through public education, proprietary schools, religious schools, and clubs. The National Opinion Research Center at the University of Chicago estimated that nearly 30 million adults were engaged in AE and predicted that the actual adult education audience would increase faster than the population in general. Subjects discussed relating to this general topic include Adult Education Responsibilities and Adult Education Programs. The estimate of the number of participants in AE will almost double between 1970 and 1976. The principal increase will probably be in programs conducted by business, government, unions, military services, correspondence schools, community organizations, and instructional TV. It is pointed out that since the ultimate goal of adult education is the improvement of self and community living, the curriculum and the methods by which adult education is taught should be functional to daily living—functional to the improvement of self and the community. (CK)

**ED 069 963** AC 014 014

Giuliano, Helen Solana And Others

**Taxonomy of Reading Skills and Materials for Youths and Adults. A System of Prescribing for Individual Skill Deficiencies.**

White Plains Adult Education Center, N.Y.

Spons Agency—New York State Education Dept., Albany.

Pub Date 72

Note—96p.

Available from—Educational Developmental Laboratories, 1221 Avenue of the Americas, New York, N.Y. 10020 (Order No. 380039, no price quoted)

**Document Not Available from EDRS.**

Descriptors—Academic Achievement, \*Adult Basic Education, Curriculum Guides, Diagnostic Teaching, Instructional Materials, Publications, Publishing Industry, Reading Comprehension, \*Reading Skills, \*Remedial Reading, \*Taxonomy, Testing, Word Study Skills

This Taxonomy was designed to assist the instructor or reading specialist in the identification and location of specific instructional materials that can be used for remediation of skill deficiencies. The Taxonomy was developed by the White Plains Adult Education Center, and a description of the Center's program and method of integrating the Taxonomy in its curriculum is provided in the opening section of the document. The topics discussed in this section are: Historical Development; Adult Basic Education Program; Need for Diagnosis of Specific Deficiencies; and Prescription Guidelines. The remainder of the document is the body of the Taxonomy, which contains the following materials: Index of Skills (Word Attack Skills—consonants, vowels, syllables, suffixes, prefixes, synonyms/antonyms/homonyms/homographs, dictionary usage: Alphabetizing, and spelling; Comprehension Skills—reading vocabulary, following directions, reference skills, interpretation of materials, speed comprehension, and appreciation of literature and poetry; Index of Skills; How to Read an Entry; Taxonomy (Section I, Work Attack Skills; Section II, Comprehension Skills); A Listing of Publishers and Materials; and Learning Laboratory Planning Manual (purpose, guidelines, manual format, prescribed procedures for teachers, Developmental Plan Sheet/Readiness, Developmental Plan Sheets for Levels 1.5-3.9, 4.0-6.9, and 7.0-12.0, planning with supplemental materials, and learning laboratory materials (grade levels 2.0-13.0). Publishers' addresses and materials referred to in the Taxonomy are listed, and a code key to publishers is provided. (DB)

**ED 069 964** AC 014 015

**Documents on Rural Development and Rural Education. (Representing Documents in the Library of the Regional Office).**

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand).

Pub Date Oct 70

Note—28p.; Revised; BK/70/D/247-250; UNESCO Regional Office for Education in Asia

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Annotated Bibliographies, \*Libraries, \*Rural Development, \*Rural Education Identifiers—\*United Nations

An annotated bibliography of documents on rural development and rural education present in the UNESCO regional office for education in Asia is presented. A total of 284 documents are listed. (CK)

**ED 069 965** AC 014 016

Stern, Milton R.

**A View from the Fifteenth Century.**

Pub Date 30 Nov 72

Note—9p.; Paper presented at NUEA Joint Regional Conference, San Francisco, Calif., November 30, 1972

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Adult Education, \*Continuous Learning, Credit Courses, Cultural Education, \*Educational History, European History, \*Extension Education, Higher Education, Non-credit Courses, Professional Continuing Education, Social Factors, Speeches, Universities, \*University Extension

Identifiers—Eleventh Century, Fifteenth Century, Renaissance, Twelfth Century

The future and past of adult continuing education are discussed. Four predictions are made concerning the future of Extension in the university: (1) within the next 20 years or so, the turning over to the established units of the university the part-time credit, extended university, open university activity; (2) the expanded development of continuing professional education as a major line of Extension work; (3) an expanded development of general cultural education; and (4) the development of compulsory adult education. The present day is said to be a time of change similar to that which prevailed in the Renaissance, in the 15th and early 16th century. The heritage of the university is described by quotations from Thomas More's "Utopia," by descriptions of university life in the 15th century, and by descriptions of 11th and 12th century cathedral schools and cloisters of Italy. These descriptions point up the fact that at its beginning, the university was primarily an action program in adult and continuing education, the first students being mature people in search of knowledge to develop solutions to social problems. The next dimension in universities is seen as the development of post-

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professional, post-degree continuing education for mature men and women, with roots that go back to the beginning of universities. (DB)

**ED 069 966** AC 014 017  
Experimental Training Program in Adult Basic Education in Corrections. National Advanced Training Seminar, October 22 to 27, 1971; Regional Basic Training Seminars, January 2 to May 18, 1972.

Hawaii Univ., Honolulu. Education Research and Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jul 72  
Grant—OEG-0-71-3530(323)

Note—109p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Adult Basic Education, Behavioral Objectives, \*Correctional Education, Curriculum Development, Demonstration Programs, Experimental Programs, Instructional Staff, \*Instructional Systems, \*Leadership Training, Models, Participant Characteristics, Professional Personnel, Program Evaluation, Seminars, Supervisors, \*Systems Approach, Training Techniques

Phase III of an experimental demonstration program in adult basic education in corrections is reported. The two major program goals were: (1) training of selected personnel in use of models to achieve goals of adult basic education for correctional settings; and (2) evaluation of conceptual model and design of instructional delivery system models for adult basic education programs in correctional institutions. The system designed to accomplish the program goals included two major functions: personnel training and system design. Personnel training was effected through a national advanced training seminar to train selected individuals for leadership and instructional roles and through seven regional seminars conducted to train selected persons in the basic use of systems approach to instruction of adult basic education in corrections. Two areas of activity were carried out in the system design function: (1) evaluation of the conceptual model of adult basic education in corrections, and (2) design of models for instructional delivery systems. Phase III resulted in advanced training of 37 individuals, basic training of 110 persons in systems approach to instruction of adult basic education in corrections, and design of 49 models of instructional delivery systems. Appendices provide material related to both the National Advanced Training Seminar and the 1972 Regional Basic Training Seminars. (DB)

**ED 069 967** AC 014 018

Grabowski, Stanley M., Ed.

Adult Education Dissertation Abstracts: 1935-1962.

Syracuse Univ., N.Y. ERIC Clearinghouse on Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 2 Jan 73

Note—448p.

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Mich. 48106 (MF \$4.00, Xerox \$10.00, plus shipping); Dept. of Photoduplication, Univ. of Chicago, Swift Hall, Chicago, Ill. 60637 (no price quoted); Interlibrary Loan Serv., Univ. of Wyoming, Laramie, Wyoming 82070 (no price quoted)

**EDRS Price MF-\$0.65 HC-\$16.45**

Descriptors—\*Abstracts, \*Adult Education, Annotated Bibliographies, Bibliographic Citations, \*Bibliographies, Consumer Education, Costs, Doctoral Theses, Educational Facilities, Educational Legislation, Educational Philosophy, Educational Policy, Educational Research, Family Life Education, Health Education, Indexes (Locators), Institutions, Management Education, Masters Theses, Parent Education, Personnel, Professional Continuing Education, Program Content, Program Planning, Special Education, Teaching Methods, Technical Education, Training, Vocational Education

This bibliography contains citations for dissertations pertaining to the education or training of adults. The dissertations include those completed under the guidance of professors in member institutions of the Commission of Professors of Adult Education, those under the guidance of professors from other institutions not associated with the Commission of Professors, and those

under the guidance of professors from other departments and institutions dealing with adult education. Studies are classified by broad subject headings used in the ERIC Clearinghouse on Adult Education. Subject, author and institutional indexes are provided. (Author)

**ED 069 968** AC 014 022

Certificates in Adult Education.

Deutscher Volkshochschul-Verband, Frankfurt (West Germany).

Pub Date [72]

Note—4p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Academic Education, \*Adult Education Programs, \*English (Second Language), \*Grading, Objective Tests, \*Special Degree Programs, \*Testing

Certificates are awarded to adult candidates who satisfy the examiners that their standard of ability in everyday English is adequate for them to express themselves in writing and to take an active part in conversations about everyday topics. The examination, which makes use of the techniques of objective testing, is set by a central Examining Body and conducted under identical conditions in each of the participating countries (West Germany, Austria, Switzerland, France, Belgium, and Great Britain) in accordance with the principles agreed on by the Adult Education Associations of Austria, Germany, and Switzerland. The following grades are given: very good, good, fairly good, satisfactory, poor, and unsatisfactory. Certificates are only awarded if the grade in both the written and oral examinations is at least satisfactory. (Author/DB)

**ED 069 969** AC 014 023

Permanent Further Education: Chapter II, Section 2.

Ministry of Education and Science (Federal Republic of Germany).

Pub Date Jun 72

Note—10p.; Extracts from: Deutscher Bildungsrat (German Educational Council) "Strukturplan für das Bildungswesen - Empfehlungen der Bildungskommission", 13 February 1970

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Academic Education, \*Adult Education, \*Continuous Learning, Curriculum Design, Educational Objectives, \*Retraining, Self Actualization, \*Vocational Education

Identifiers—Federal Republic of Germany, \*Further Education

Permanent further education means "that organized learning is extended to cover later stages in life, and that the attitude towards education changes considerably." Further education comprises further vocational training, retraining at other educational establishments, and adult education. It supplements the traditional courses of education, and continues these under post-school study conditions. At the same time, it endeavors to relieve the educational system of the social pressure resulting from unfulfilled educational needs and requirements. The objectives, content, priorities, and comprehensive sector of further education are discussed. (For related documents see AC 014 024.) (Author/DB)

**ED 069 970** AC 014 024

Further Education: Chapter III, Section 4.

Ministry of Education and Science (Federal Republic of Germany).

Pub Date Jun 72

Note—23p.; Extracts from: Deutscher Bildungsrat (German Educational Council)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Adult Education, \*Continuous Learning, \*Curriculum Design, Government Role, Information Dissemination, \*Retraining, University Extension, \*Vocational Education

Identifiers—Federal Republic of Germany, \*Further Education

Further education in the Federal Republic of Germany, that is, the continuation or recommencement of organized learning following the completion of an initial phase of education, is discussed in this chapter. The present situation in further education, objectives, educational opportunities provided and the course system, prerequisites for the development of further education, principles of organization, the dual function of educational establishments, levels of cooperation, and duty of registration and obligation to give information are presented. (For related document, see AC 014 023.) (DB)

**ED 069 971**

AC 014 025

Schechter, Kristina

Evaluation of Project Step-Up, Volume 1. Final Report.

Pacific Training and Technical Assistance Corp., Berkeley, Calif.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Jun 72

Note—229p.; See also Volume 2, PB-211 973

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-211 972, MF \$9.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—\*Adult Education Programs, Career Ladders, Employment, Federal Aid, Management, \*Manpower Development, Personnel Needs, \*Programed Instruction, \*Program Evaluation, \*Socioeconomic Status, Unskilled Workers

Identifiers—\*Project Step Up

A report to assess the effectiveness of an adult education program that would demonstrate the relationship between enhanced educational skills and promotions and salary increases for entry-level employees. (Author)

**ED 069 972**

AC 014 026

Schechter, Kristina

Evaluation of Project Step-Up, Volume II. Final Report.

Pacific Training and Technical Assistance Corp., Berkeley, Calif.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Jun 72

Note—69p.; See also Volume I, PB-211 972

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-211 973, MF \$9.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Academic Achievement, \*Adult Education Programs, Disadvantaged Groups, \*Educational Research, Improvement, \*Job Skills, \*Program Evaluation, Research Methodology, Skill Development, \*Socioeconomic Status

Identifiers—\*Project Step Up

A study was made to assess the effectiveness of an adult education program that would demonstrate the relationship between enhanced educational skills and promotions and salary increases for entry-level employees. (For related document, see AC 014 025.) (Author)

**ED 069 973**

AC 014 027

Burgess, Carter L. Kriegsfeld, Irving M.

Needed: A Strategy for Housing Management Training, No. 1.

National Corp. for Housing Partnerships, Washington, D. C. Task Force for Housing Management.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.

Pub Date 2 Aug 71

Note—79p.; See also Rept. No. 2, PB-211 634

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-211 633, MF \$9.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Adults, \*Building Operation, Business Skills, \*Management Education, \*Management Systems, Manpower Development, \*Professional Training, \*Real Estate Occupations, Technical Reports

The report discusses the need for: housing management; a new doctrine of management; trained people; and incentives. Management recommendations are proposed. (For related document, see AC 014 028.) (Author)

**ED 069 974**

AC 014 028

Murray, Joseph C. And Others

Needed: A Strategy for Housing Management Training, No. 2. Final Report.

National Corp. for Housing Partnerships, Washington, D. C. Task Force for Housing Management.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.

Pub Date 2 Aug 71

Note—125p.; See also Rept. No. 1, PB-211 633

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-211 634, MF \$9.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Building Design, Construction Programs, \*Curriculum Design, Federal Aid,

\*Housing, Housing Industry, \*Management Education, \*Public Housing, Public Relations, \*Training Objectives

The final report of Task Force for Housing Management consists of three sections: (1) A Blueprint for the Management of Publicly-Assisted Housing (Revised); (2) A Program and Curriculum Design for the Institute of Housing Management Training; and (3) A Balanced Strategy for Development and Management. In Section I, three sub-sections are: (1) Housing is for People -- an introduction and analysis; (2) The Functions of Management -- a detailed guide to management; and (3) Appendix which includes a modern management plan, an annotated bibliography, training lists and proposals, steps to initial management-resident relations, a list of consultants contacted, and charts. Section II defines the program and specifies a curriculum design for initiating the operation of a housing management training entity. In Section III, the present development process (encompassing the preconstruction, construction, and occupancy phases) for publicly assisted Housing is studied to determine the current focus on management in that process. Statutory and administrative changes regarding the development process, with particular focus on the preconstruction phase, is recommended. (For related document, see AC 014 027.) (Author/LS)

**ED 069 975** AC 014 029

**Teacher's Manual: Advanced General Education Program. A High School Self-Study Program.**

Manpower Administration (DOL), Washington, D. C. Job Corps.

Report No.—PM-431-TM

Pub Date Nov 69

Note—34p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Educational Programs, \*General Education, \*High Schools, \*Independent Study, Literary Criticism, Mathematics, Natural Sciences, Self Expression, Social Studies, \*Teaching Guides, Tests

An advanced General Education Program has been designed to prepare an individual with the information, and general knowledge required to successfully pass the American Council on Education's High School General Education Development (GED) Test. The Advanced General Education Program provides comprehensive self-instruction in each of the following areas: (1) Correctness and effectiveness of Expression, (2) Social Studies, (3) Natural Sciences, (4) Interpretation of Literary Materials, and (5) General Mathematics. This document is a teacher's manual. (CK)

**ED 069 976** AC 014 030

**Teacher's Answer Key: Advanced General Education Program. A High School Self-Study Program.**

Manpower Administration (DOL), Washington, D. C. Job Corps.

Report No.—PM-431-TAK

Pub Date Nov 69

Note—96p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Answer Keys, \*Educational Programs, \*General Education, \*High Schools, \*Independent Study, Literary Criticism, Mathematics, Natural Sciences, Self Expression, Social Studies, Tests

An advanced General Education Program has been designed to prepare an individual with the information, concepts, and general knowledge required to successfully pass the American Council on Education's High School General Education Development (GED) Test. The Advanced General Education Program provides comprehensive self-instruction in each of the following areas: (1) Correctness and effectiveness of Expression, (2) Social Studies, (3) Natural Sciences, (4) Interpretation of Literary Materials, and (5) General Mathematics. This document is a Teacher's Answer Key. (CK)

**ED 069 977** AC 014 031

**Unit Tests: Advanced General Education Program. A High School Self-Study Program.**

Manpower Administration (DOL), Washington, D. C. Job Corps.

Report No.—PM-431-UT

Pub Date Nov 69

Note—237p.

**EDRS Price MF-\$0.65 HC-\$9.87**

Descriptors—\*Educational Programs, \*General Education, \*High Schools, \*Independent Study, Literary Criticism, Mathematics, Natural Sciences, Self Expression, Social Studies, Tests

An advanced General Education Program has been designed to prepare an individual with the information, concepts, and general knowledge required to successfully pass the American Council on Education's High School General Education Development (GED) Test. The Advanced General Education Program provides comprehensive self-instruction in each of the following areas: (1) Correctness and effectiveness of Expression, (2) Social Studies, (3) Natural Sciences, (4) Interpretation of Literary Materials, and (5) General Mathematics. This document is a compilation of Unit Tests. (CK)

**ED 069 978** AC 014 032

**Screening Tests: Advanced General Education Program. A High School Self-Study Program.**

Manpower Administration (DOL), Washington, D. C. Job Corps.

Report No.—PM-431-ST

Pub Date Nov 69

Note—186p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Educational Programs, \*General Education, \*High Schools, \*Independent Study, Literary Criticism, Mathematics, Natural Sciences, \*Screening Tests, Self Expression, Social Studies, Teaching Guides, Tests

An advanced General Education Program has been designed to prepare an individual with the information, concepts, and general knowledge required to successfully pass the American Council on Education's High School General Education Development (GED) Test. The Advanced General Education Program provides comprehensive self-instruction in each of the following areas: (1) Correctness and effectiveness of Expression, (2) Social Studies, (3) Natural Sciences, (4) Interpretation of Literary Materials, and (5) General Mathematics. This document is a compilation of screening tests. (CK)

**ED 069 979** AC 014 033

**Student's Handbook: Advanced General Education Program. A High School Self-Study Program.**

Manpower Administration (DOL), Washington, D. C. Job Corps.

Report No.—PM-431-SH

Pub Date Nov 69

Note—23p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Educational Programs, \*General Education, \*Guides, \*High Schools, \*Independent Study, Literary Criticism, Mathematics, Natural Sciences, Self Expression, Social Studies, Tests

An advanced General Education Program has been designed to prepare an individual with the information, concepts and general knowledge required to successfully pass the American Council on Education's High School General Education Development (GED) Test. The Advanced General Education Program provides comprehensive self-instruction in each of the following areas: (1) Correctness and effectiveness of Expression, (2) Social Studies, (3) Natural Sciences, (4) Interpretation of Literary Materials, and (5) General Mathematics. This document is a Student's Handbook. (CK)

**ED 069 980** AC 014 034

**Students' Answer Keys: Advanced General Education Program. A High School Self-Study Program.**

Manpower Administration (DOL), Washington, D. C. Job Corps.

Report No.—PM-431-SAK

Pub Date Nov 69

Note—150p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Answer Keys, \*Educational Programs, \*General Education, \*High Schools, \*Independent Study, Literary Criticism, Mathematics, Natural Sciences, Self Expression, Social Studies, Tests

An advanced General Education Program has been designed to prepare an individual with the information, concepts, and general knowledge required to successfully pass the American Council on Education's High School General Education Development (GED) Test. The Advanced General Education Program provides comprehensive self-instruction in each of the following

areas: (1) Correctness and effectiveness of Expression, (2) Social Studies, (3) Natural Sciences, (4) Interpretation of Literary Materials, and (5) General Mathematics. This document is a series of Students' Answer Keys. (CK)

**ED 069 981** AC 014 035

**Word Roots, Prefixes and Suffixes: Level I, Unit 1, Lesson 1; Word Context Clues: Lesson 2. Advanced General Education Program. A High School Self-Study Program.**

Manpower Administration (DOL), Washington, D. C. Job Corps.

Report No.—PM-431-1; PM-431-2

Pub Date Nov 69

Note—59p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Context Clues, \*Educational Programs, \*General Education, \*High Schools, \*Independent Study, Literary Criticism, Mathematics, Natural Sciences, Self Expression, Social Studies, Tests, \*Word Recognition

An advanced General Education Program has been designed to prepare an individual with the information, concepts, and general knowledge required to successfully pass the American Council on Education's High School General Education Development (GED) Test. The Advanced General Education Program provides comprehensive self-instruction in each of the following areas: (1) Correctness and effectiveness of Expression, (2) Social Studies, (3) Natural Sciences, (4) Interpretation of Literary Materials, and (5) General Mathematics. This document covers word roots, prefixes and suffixes, and word context clues. (CK)

**ED 069 982** AC 014 036

**Map Reading Skills: Level I, Unit 2, Lesson 1; Climate: Lesson 2; Studying Man and the Natural World: Lesson 3; Man and His Culture: Lesson 4; Reading for Implied Meanings: Lesson 5. Advanced General Education Program. A High School Self-Study Program.**

Manpower Administration (DOL), Washington, D. C. Job Corps.

Report No.—PM-431-3; PM-431-4; PM-431-5;

PM-431-6; PM-431-7

Pub Date Nov 69

Note—170p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Climatic Factors, Cultural Factors, \*Educational Programs, \*General Education, \*High Schools, \*Independent Study, Literary Criticism, \*Map Skills, Mathematics, Natural Sciences, Reading, Self Expression, Social Studies, Tests

An advanced General Education Program has been designed to prepare an individual with the information, concepts, and general knowledge required to successfully pass the American Council on Education's High School General Education Development (GED) Test. The Advanced General Education Program provides comprehensive self-instruction in each of the following areas: (1) Correctness and effectiveness of Expression, (2) Social Studies, (3) Natural Sciences, (4) Interpretation of Literary Materials, and (5) General Mathematics. This document covers map reading skills, climate, man and the natural world, man and his culture, and reading. (CK)

**ED 069 983** AC 014 037

**Production and Consumption: Level I, Unit 3, Lesson 1; Forms of Government: Lesson 2; Reading for Facts, Opinions and Issues: Lesson 3. Advanced General Education Program. A High School Self-Study Program.**

Manpower Administration (DOL), Washington, D. C. Job Corps.

Report No.—PM-431-8; PM-431-9; PM-431-10

Pub Date Nov 69

Note—69p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Consumer Economics, \*Educational Programs, \*General Education, Governmental Structure, \*High Schools, \*Independent Study, Literary Criticism, Mathematics, Natural Sciences, \*Production Techniques, Reading, Self Expression, Social Studies, Tests

An Advanced General Education Program has been designed to prepare an individual with the information, concepts, and general knowledge required to successfully pass the American Council on Education's High School General Education Development (GED) Test. The Advanced General Education Program provides comprehen-



## 12 Document Resumes

self-instruction in each of the following areas: (1) Correctness and effectiveness of Expression, (2) Social Studies, (3) Natural Sciences, (4) Interpretation of Literary Materials, and (5) General Mathematics. This document discusses the aspects of production and consumption, forms of government, and reading for facts, opinions and issues. (CK)

**ED 069 984** AC 014 038

**Basic Economic Systems: Level I, Unit 4, Lesson 1; Representative Democracy and Political Parties: Lesson 2; Reading to Draw Inferences: Lesson 3. Advanced General Education Program. A High School Self-Study Program.**

Manpower Administration (DOL), Washington, D. C. Job Corps.

Report No.—PM-431-11; PM-431-12; PM-431-13  
Pub Date Nov 69

Note—71p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Economics, \*Educational Programs, \*General Education, \*High Schools, \*Independent Study, Literary Criticism, Mathematics, Natural Sciences, Politics, Reading, Self Expression, Social Studies, Tests

An advanced General Education Program has been designed to prepare an individual with the information, concepts, and general knowledge required to successfully pass the American Council on Education's High School General Education Development (GED) Test. The Advanced General Education Program provides comprehensive self-instruction in each of the following areas: (1) Correctness and effectiveness of Expression, (2) Social Studies, (3) Natural Sciences, (4) Interpretation of Literary Materials, and (5) General Mathematics. This document includes a discussion of economic systems, political systems, and reading to draw inferences. (CK)

**ED 069 985** AC 014 039

**Craftsmanship and Technology: Level I, Unit 5, Lesson 1; Government Separation of Powers: Lesson 2; Comparisons in Literature: Lesson 3. Advanced General Education Program. A High School Self-Study Program.**

Manpower Administration (DOL), Washington, D. C. Job Corps.

Report No.—PM-431-14; PM-431-15; PM-431-16  
Pub Date Nov 69

Note—72p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Educational Programs, \*General Education, Governmental Structure, \*High Schools, \*Independent Study, Literary Criticism, Mathematics, Natural Sciences, Reading, Self Expression, Social Studies, \*Technology, Tests

An advanced General Education Program has been designed to prepare an individual with the information, concepts, and general knowledge required to successfully pass the American Council on Education's High School General Education Development (GED) Test. The Advanced General Education Program provides comprehensive self-instruction in each of the following areas: (1) Correctness and effectiveness of Expression, (2) Social Studies, (3) Natural Sciences, (4) Interpretation of Literary Materials, and (5) General Mathematics. This document is a discussion of craftsmanship and technology, government separation of powers, and comparisons in literature. (CK)

**ED 069 986** AC 014 040

**Positive and Negative Numbers: Level I, Unit 6, Lesson 1; States of Matter: Lesson 2; Properties and Measures of Matter: Lesson 3; Energy, Matter, Theory and Law: Lesson 4; The Particles and Structure of Matter: Lesson 5. Advanced General Education Program. A High School Self-Study Program.**

Manpower Administration (DOL), Washington, D. C. Job Corps.

Report No.—PM-431-17; PM-431-18; PM-431-19;  
PM-431-20; PM-431-21

Pub Date Nov 69

Note—199p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Educational Programs, \*General Education, \*High Schools, \*Independent Study, Literary Criticism, Mathematics, Matter, Natural Sciences, \*Numbers, Self Expression, Social Studies, Tests

An advanced General Education Program has been designed to prepare an individual with the

information concepts, and general knowledge required to successfully pass the American Council on Education's High School General Education Development (GED) Test. The Advanced General Education Program provides comprehensive self-instruction in each of the following areas: (1) Correctness and effectiveness of Expression, (2) Social Studies, (3) Natural Sciences, (4) Interpretation of Literary Materials, and (5) General Mathematics. This document covers positive and negative numbers; states of matter; solid, liquid, gas; properties and measures of matter; energy, matter, theory, and law; and the particles and structure of matter. (CK)

**ED 069 987** AC 014 041

**Atomic Structure and Chemical Change: Level I, Unit 7, Lesson 1; Chemical Compounds: Lesson 2; Forms of Energy: Lesson 3. Advanced General Education Program. A High School Self-Study Program.**

Manpower Administration (DOL), Washington, D. C. Job Corps.

Report No.—PM-431-22; PM-431-23; PM-431-24  
Pub Date Nov 69

Note—115p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Atomic Structure, Chemical Reactions, \*Educational Programs, \*General Education, \*High Schools, \*Independent Study, Literary Criticism, Mathematics, Natural Sciences, Self Expression, Social Studies, Tests

An advanced General Education Program has been designed to prepare an individual with the information, concepts, and general knowledge required to successfully pass the American Council on Education's High School General Education Development (GED) Test. The Advanced General Education Program provides comprehensive self-instruction in each of the following areas: (1) Correctness and effectiveness of Expression, (2) Social Studies, (3) Natural Sciences, (4) Interpretation of Literary Materials, and (5) General Mathematics. This document covers atomic structure and chemical change, chemical compounds, and forms of energy. (CK)

**ED 069 988** AC 014 042

**Solving Fraction Word Problems: Level I, Unit 8, Lesson 1; Solving Decimal Word Problems: Lesson 2; Solving Percentage Word Problems: Lesson 3. Advanced General Education Program. A High School Self-Study Program.**

Manpower Administration (DOL), Washington, D. C. Job Corps.

Report No.—PM-431-25; PM-431-26; PM-431-27  
Pub Date Nov 69

Note—102p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Educational Programs, \*General Education, \*High Schools, \*Independent Study, Literary Criticism, Mathematics, Natural Sciences, Problem Solving, Self Expression, Social Studies, Tests, \*Word Recognition

An advanced General Education Program has been designed to prepare an individual with the information, concepts, and general knowledge required to successfully pass the American Council on Education's High School General Education Development (GED) Test. The Advanced General Education Program provides comprehensive self-instruction in each of the following areas: (1) Correctness and effectiveness of Expression, (2) Social Studies, (3) Natural Sciences, (4) Interpretation of Literary Materials, and (5) General Mathematics. This document discusses fraction word problems, decimal word problems, and percentage word problems. (CK)

**ED 069 989** AC 014 043

**Tables and Graphs: Level II, Unit 1, Lesson 1; Line Graphs: Lesson 2. Advanced General Education Program. A High School Self-Study Program.**

Manpower Administration (DOL), Washington, D. C. Job Corps.

Report No.—PM-431-28; PM-431-29  
Pub Date Nov 69

Note—73p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Educational Programs, \*General Education, Graphs, \*High Schools, \*Independent Study, Literary Criticism, Mathematics, Natural Sciences, Self Expression, Social Studies, \*Tables (Data), Tests

An advanced General Education Program has been designed to prepare an individual with the

information, concepts, and general knowledge required to successfully pass the American Council on Education's High School General Education Development (GED) Test. The Advanced General Education Program provides comprehensive self-instruction in each of the following areas: (1) Correctness and effectiveness of Expression, (2) Social Studies, (3) Natural Sciences, (4) Interpretation of Literary Materials, and (5) General Mathematics. This document covers tables, graphs, and line graphs. (CK)

**ED 069 990** AC 014 044

**U. S. Colonization to Independence: Level II, Unit 2, Lesson 1; U. S. Confederation to Constitutional Convention: Lesson 2; Framing the U. S. Constitution: Lesson 3; Founding Fathers: Lesson 4; The Election Process: Lesson 5; The Civil War: Lesson 6. Advanced General Education Program. A High School Self-Study Program.**

Manpower Administration (DOL), Washington, D. C. Job Corps.

Report No.—PM-431-30; PM-431-31; PM-431-32;  
PM-431-33; PM-431-34; PM-431-35

Pub Date Nov 69

Note—118p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*American History, \*Educational Programs, \*General Education, \*High Schools, \*Independent Study, Literary Criticism, Mathematics, Natural Sciences, Self Expression, Social Studies, Tests

An advanced General Education Program has been designed to prepare an individual with the information, concepts, and general knowledge required to successfully pass the American Council on Education's High School General Education Development (GED) Test. The Advanced General Education Program provides comprehensive self-instruction in each of the following areas: (1) Correctness and effectiveness of Expression, (2) Social Studies, (3) Natural Sciences, (4) Interpretation of Literary Materials, and (5) General Mathematics. This document covers various periods of United States History. (CK)

**ED 069 991** AC 014 045

**Industrialization and Growth of the Cities: Level II, Unit 3, Lesson 1; Immigration: Lesson 2; Union and Management: Lesson 3. Advanced General Education Program. A High School Self-Study Program.**

Manpower Administration (DOL), Washington, D. C. Job Corps.

Report No.—PM-431-36; PM-431-37; PM-431-38  
Pub Date Nov 69

Note—79p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Educational Programs, \*General Education, \*High Schools, \*Independent Study, Literary Criticism, Management, Mathematics, Natural Sciences, Self Expression, Social Studies, Tests, Unions, \*Urban Areas, Urban Immigration

An advanced General Education Program has been designed to prepare an individual with the information, concepts, and general knowledge required to successfully pass the American Council on Education's High School General Education Development (GED) Test. The Advanced General Education Program provides comprehensive self-instruction in each of the following areas: (1) Correctness and effectiveness of Expression, (2) Social Studies, (3) Natural Sciences, (4) Interpretation of Literary Materials, and (5) General Mathematics. This document is a discussion of industrialization and growth of the cities, immigration, and unions and management. (CK)

**ED 069 992** AC 014 046

**Reading for Feelings: Level II, Unit 4, Lesson 1; Reading for Shifts in Feeling: Lesson 2; Reading for Character: Lesson 3; Reading for Signs of Hidden Character: Lesson 4. Advanced General Education Program. A High School Self-Study Program.**

Manpower Administration (DOL), Washington, D. C. Job Corps.

Report No.—PM-431-39; PM-431-40; PM-431-41;  
PM-431-42

Pub Date Nov 69

Note—140p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Educational Programs, \*General Education, \*High Schools, \*Independent Study, Literary Criticism, Mathematics, Natural Sciences, \*Reading, Self Expression, Social Studies, Tests

An advanced General Education Program has been designed to prepare an individual with the information, concepts, and general knowledge required to successfully pass the American Council on Education's High School General Education Development (GED) Test. The advanced General Education Program provides comprehensive self-instruction in each of the following areas: (1) Correctness and effectiveness of Expression, (2) Social Studies, (3) Natural Sciences, (4) Interpretation of Literary Materials, and (5) Literary Criticism. This document is a discussion of reading objectives. (CK)

## CG

**ED 069 993** CG 007 576  
*Fredrickson, Ronald H. Popken, Charles F.*  
**Simulated Administration of a Regular Guidance Operation (SARGO).**

Massachusetts Univ., Amherst. School of Education.

Pub Date Aug 70

Note—196p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Counseling, Counselor Characteristics, \*Counselor Functions, Counselor Role, \*Counselor Training, Guidance, Guidance Functions, \*Guidance Personnel, Practicums, \*Professional Education, \*Simulation, Student Personnel Workers

Simulated Administration of a Regular Guidance Operation (SARGO) is a program for the training of directors of guidance and pupil personnel services. The objective of SARGO is to prepare directors of guidance services to: (1) prepare a written description of a pupil personnel program; (2) interact with a school administrator to clarify role perceptions; (3) present a public image as a change agent; (4) communicate effectively with the public concerning guidance services; (5) organize a useful testing program; (6) design a drug information program; (7) demonstrate effectiveness in counseling with parents; (8) make oral presentations on learning problems and teacher effectiveness; (9) conduct staff case conferences; (10) demonstrate interaction skills concerning racial issues; (11) establish guidelines for referrals to community resources; (12) design a research prospectus for outside funding; (13) prepare a typescript of a counseling session; (14) discuss drug, sex, and confidentiality cases; and (15) become a generally more qualified director of guidance. Materials include: Typical Encounters of the Day and Typical Personnel Encounters. Participation in the simulation requires written materials, role playing, a-v equipment, small group interaction, in-basket/out-basket techniques and use of case studies. Participants pre-establish the simulated setting. (BW)

**ED 069 994** CG 007 614

*Eddy, Robert John*

**Grade-Point Averages of Overseas Military-Dependent Students Compared to Grade-Point Averages of Non-Military Students.**

Walden Univ., Naples, Fla.

Pub Date Jul 72

Note—100p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Academic Achievement, \*Academic Performance, \*Academic Records, \*Achievement Rating, Educational Research, Grade Point Average, Grades (Scholastic), Grading, \*High School Graduates, \*High School Students, Student Evaluation, Student Records

Identifiers—\*Military Dependent Students

An investigation was conducted in order to make a comparison of grade-point averages, earned by military-dependent students in Overseas Dependent Schools, with the grade-point averages of a comparable non-mobile student society with whom they graduated in the United States. Data was derived from the permanent record cards of 2,173 graduated students over a period of five graduating classes, in Marin County, California. Students were designated as A) military-dependent or B) non-military. The results indicated that there was no significant difference in mean grade-point average of the two groups. In conclusion, it was recommended that similar studies be conducted in school districts that have a transient military-dependent student body from overseas. To validate the findings of this in-

vestigation it was additionally suggested that additional variables, comparable to both groups, be added to measure achievement as proof that mobility affects achievement. (Author/BW)

**ED 069 995**

*Faulkner, Brenda*

**Your STAND on Health: 7391.01.**

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—77p.; Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Communicable Diseases, \*Curriculum Guides, Drug Abuse, \*Drug Education, First Aid, \*Health Education, \*Health Programs, \*Junior High Schools

Identifiers—\*Quinmester Program, Venereal Diseases

This program is designed to present factual information and activities so that students may learn safety and first aid procedures; the physiological and psychological effects of substance abuse; and the signs, symptoms and consequences of venereal diseases. The course is aimed at junior high coeducational groups and was developed as part of a total effort by the Division of Instruction to adapt the quinmester administrative organization of schools to fit curriculum changes. The course consists of lectures, viewing of films, oral and written reports, follow-up discussions, and written and oral tests. Class periods are to be devoted to the mastery of the factual information presented and to the development of learning techniques appropriate to the grade level, maturity, and needs of the students. This unit of study is intended to provide a broad framework of goals, objectives, learning activities, and resources all related to this specific course of study. Teachers may adopt the model framework completely or select ideas to incorporate into their classroom instruction. (Author/WS)

**ED 069 996**

*Hein, Margaret Williams, Nancy*

**Marriage Day by Day. Home and Family Education: 6757.02.**

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—38p.; Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Family Environment, \*Family Life, \*Family Life Education, Family Management, Family Problems, \*Interpersonal Relationship, Marital Instability, \*Marriage, \*Secondary School Students, Social Relations

Identifiers—\*Quinmester Program

This is the description of a course designed to enable the student to develop realistic expectations of the marriage commitment in terms of his personal values and goals. Students analyze typical marital adjustment, examine possible courses of action and determine their impact on family harmony. Topics include realistic attitudes toward marriage, role expectations, common marital adjustments, importance of adaptability, family life styles, and the establishment of a relationship which encourages personal growth. The course is intended for students of either sex in grades 11 or 12. It is not intended to be a prescription for teaching, but rather an aid to the teacher in making Home and Family Education more meaningful and interesting to students. This is a first edition or working copy and it is hoped that teachers will note suggested changes and additions while using it, in order to aid in future revision. (Author/BW)

**ED 069 997**

*Kowitz, Albert C. Clark, Richard E.*

**Ways Youth Receive Information about Marihuana. Final Report Summary.**

Spons Agency—National Inst. of Mental Health, Chevy Chase, Md. National Clearinghouse for Drug Abuse Information.

Pub Date Jul 72

Note—79p.

Available from—National Clearinghouse for Drug Abuse, National Institute of Mental Health, Chevy Chase, Md.

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—Communication (Thought Transfer), Drug Abuse, \*Elementary School Students, \*Information Dissemination, Information Seeking, \*Information Sources, \*Marihuana, \*Secondary School Students, Student Behavior, Student Interests

A description was sought of the types of sources of information about marihuana used by 300 middle class fifth, seventh, and eleventh grade students. During individual meetings with experienced female interviewers, students were asked to relate sources which were most influential in providing information about marihuana at the following stages: (1) awareness; (2) interest; (3) evaluation; (4) trial; and (5) adoption. Sources were categorized by the experimenters as either personal (e.g. parents or friends); impersonal (e.g. television or newspapers); control (e.g. pamphlets or teachers) or noncontrol (e.g. friends or music). The sources of information mentioned most frequently by all students were parents, television, and friends. A number of other findings are presented, among them being a significant shift in types of sources reported as students grew older. Most interesting was the finding that two-thirds of all students surveyed at all grade levels were not actively interested in marihuana. (Author/BW)

**ED 069 998**

*MacPherson, Evelyn M.*

**Operant Control of Classroom Behavior.**

Pub Date Apr 72

Note—20p.; Speech delivered at the National Convention of the National Association of Elementary School Principals, April 10, 1972, Miami Beach, Florida

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Behavior Change, Behavior Patterns, Behavior Problems, Classroom Research, \*Conditioning, \*Elementary School Students, \*Elementary School Teachers, Learning Processes, \*Operant Conditioning, Verbal Operant Conditioning

A brief introduction to various aspects of operant conditioning is presented, followed by a discussion of ethical concerns. Also discussed in this paper are topics such as (1) what is it? (2) motivation, (3) students need motivating, and (4) a new method. The latter part of the paper is concerned with a year long behavior project in an elementary school setting. Thirty three students whose behavior most frequently disrupted learning in the classroom were selected to serve as target children. During the first two workshop sessions, baseline data was collected on the children. The third session was devoted to response acquisition, and the fourth session dealt with extinction. It was concluded that operant methods coupled with mediation training produced behavioral changes for the better. A number of specific changes are described, among them being that immediately after initiation of the training methods, the frequency of office referrals dropped sharply. (Author/BW)

**ED 069 999**

*Makosky, Vivian P.*

**Fear of Success, Sex-Role Orientation of the Task, and Competitive Condition as Variables Affecting Women's Performance in Achievement-Oriented Situations.**

Pub Date 72

Note—17p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (44th, May 4-6, 1972, Cleveland, Ohio)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Achievement, Failure Factors, \*Females, Males, Motivation, Performance Factors, Sex (Characteristics), \*Sex Differences, Sex Discrimination, \*Social Attitudes, Social Discrimination, \*Success Factors

It has been suggested that for women, success in competitive achievement situations may produce negative social sanctions, resulting in a motive to avoid success, which inhibits high performance in these situations. 120 college women, 60 exhibiting fear of success and 60 exhibiting no fear of success, based upon results of a projective measure, were subjects. Half of each group worked on a task described as masculine, and half performed the same task described, however, as feminine. In addition, part of each group competed against a man, part competed against a woman, and part worked alone. The results indicated that the current instrument for assessing the motive to avoid success is sex-role biased. Further, it was suggested that women perform best on tasks and against competitors who are perceived as compatible with their manifest sex-role orientation. Performance is depressed when these conditions are not met, due to the engagement of the motive to avoid success. (Author/BW)

# 14 Document Resumes

ED 070 000 CG 007 624

Mason, Evelyn P. Locasso, Richard M.  
Evaluation of Potential for Change in Junior High Age Youth from American Indian, Mexican and Anglo Ethnic Backgrounds.

Pub Date 71

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Academic Achievement, \*Academic Performance, American Indians, Anglo Americans, \*Ethnic Groups, \*Ethnic Studies, \*Junior High School Students, Mexican Americans, Minority Groups, Remedial Programs, Secondary School Students

Identifiers—California Achievement Test, California Psychological Inventory, California Test of Mental Maturity

Participants from American Indian, Mexican, and Anglo backgrounds took part in a six-week, innovative summer residence program of educational remediation and acceleration for junior high students. The participants were selected from junior high teachers', counselors', and school administrators' nominations of those students who best met the criteria of academic potential for at least high school completion, achievement below potential and evidence of sociocultural deficit. The results showed improved academic achievement, as measured by the California Achievement Test, some improvement in non-language skills as measured by the California Test of Mental Maturity, and improved evaluations of self-worth as measured by the California Psychological Inventory. Evidence of slightly greater improvement among female participants was found but the superior performance for Anglos with Indians consistently lower which was noted in the original testing persisted over time. (Author)

ED 070 001 CG 007 626

Metha, Arlene  
Existential Frustration and Psychological Anomie within Select College Student Subcultures.

Pub Date 72

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Science Research, \*College Students, Educational Research, \*Psychological Patterns, Racial Attitudes, Racial Differences, Rejection, Sex Differences, \*Student Alienation, \*Student Attitudes, Student College Relationship, \*Student Subcultures, Subculture

A study was conducted to determine if eight distinct subcultures of college students reflect differences concerning psychological anomie (alienation) and existential frustration. In addition, the purpose of this study was to explore the interaction among eight college student subcultures and sex and race for psychological anomie and existential frustration. The eight subcultures of college students consisted of eight student types distinguishable in terms of their dominant value commitment. The subject sample consisted of 1306 students drawn from 89 colleges and universities. The eight subcultures were grouped as follows: (1) vocationalists, (2) professionalists, (3) collegiates, (4) ritualists, (5) academics, (6) intellectuals, (7) left activists, and (8) hippies. The results indicated that each of the subcultures studied exhibited some form of psychological anomie. It was suggested that belonging to a vocational or academic subculture might, in itself, reflect purposeful alienation from the institution. A number of implications, emphasizing the difficulty in dealing with alienation, are presented. (Author/BW)

ED 070 002 CG 007 627

Minnis, Rosemary  
The New You, Home and Family Education: 6763.06.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—32p.; An Authorized Course of Instruction for the Quinquennial Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Development, \*Curriculum Guides, \*Developmental Programs, Family Involvement, Family Life, \*Family Life Education, Females, \*High School Students, Homemaking Education, Physical Development, Skill Development, \*Womens Education

Identifiers—\*Quinquennial Program  
A course was designed to enable girls to improve their personal appearance through special

projects in hair care and styling, skin care and makeup application, good health habits including diet, exercise, improvement of posture, charm and poise; voice control; manners; and the selection of clothes that look best on the specific figure. The course was planned to be offered to any interested girl in senior high school. It was developed by teachers as part of an effort to make Home and Family Education more meaningful and interesting to students. It was not intended to be a prescription for teaching, but rather an aid to the teacher in meeting the objectives. To facilitate continuity it was recommended that the teacher be selective in choosing activities, but maintain all objectives within the course. Content ideas are presented, and intended to be general notes and suggestions from the writers to the teacher to further explain objectives and activities. (Author)

ED 070 003 CG 007 628

Morgenstein, Melvin Strongin, Harriet  
An Educational Component Incorporated into a Residential Drug Rehabilitation Program. Phase III. Report of Pilot Project.

New York State Education Dept., Albany. Bureau of Occupational Education Research; New York State Education Dept., Albany. Office of Vocational Rehabilitation.

Pub Date Jul 72

Note—167p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Drug Abuse, \*Drug Addiction, Educational Environment, \*Educational Therapy, Narcotics, Program Descriptions, \*Rehabilitation, Rehabilitation Centers, \*Rehabilitation Programs, Residential Centers, Residential Programs, \*Therapeutic Environment

A major aspect of therapeutic programs conducted for drug addicts involves residential centers where group dynamics and self-discipline form the central operating themes. This project was designed to implement and observe an educational program design for resident drug addicts in an attempt to reduce recidivism and to prepare them for productive living. The investigators conducted a planning study involving residents of a residential drug therapeutic community which was followed by a pilot project and a pilot program which is described in this report. A total of 260 residents were studied in the three phase project. Several conclusions and recommendations are presented. Among them are that the data indicated a much lower split rate among the educationally-involved residents. This led to the recommendation that drug agencies should consider training programs (academic and vocational) as staples in the therapeutic structure. There was little doubt that educational involvement exerts a holding power on residents. (Author/BW)

ED 070 004 CG 007 630

Norris, Jack A., Jr.  
Understanding Individual Behavior: 6427.02.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—39p.; Authorized Course of Instruction for the Quinquennial Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum, Curriculum Design, \*Family Life Education, \*Instructional Aids, \*Instructional Design, \*Instructional Materials, \*Social Studies, Social Studies Units, Teaching Methods

Identifiers—\*Quinquennial Program

A course was designed to study the causes of individual behavior through an analysis of the factors involved in the development of personality, with special emphasis on the individual's perception and unique response to his environment. The course is based on the premise that the learner will investigate how and why people behave and then attempt to analyze his situation, clarify his values, and decide on the process or processes he will use in determining his patterns of behavior and approaches to life. Six basic goals of the course are presented and for each goal a chart is provided which explains the focus, objective, and learning activities related to that goal. The goals are (1) to investigate factors affecting personality development; (2) to identify ways of perceiving and reacting; (3) to identify alternative modes of behavior; (4) to discover the decision-making process of choosing effective behavior; (5) to discover that one's behavior affects that of others toward him; and (6) for the

student to examine and evaluate himself. (Author/BW)

ED 070 005 CG 007 632

Rogawski, Alexander S.  
Generic Training Program for Community Workers in Human Services. Model Career Development Program for Community Mental Health Workers.

University of Southern California, Los Angeles. Dept. of Psychiatry.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Mar 71

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Opportunities, Community Health Services, \*Community Services, Health Programs, Human Services, Indigenous Personnel, \*Manpower Development, \*Mental Health, Mental Health Programs, \*Nonprofessional Personnel, Paramedical Occupations, Training, Training Objectives, Training Techniques, \*Vocational Development

Identifiers—\*New Careers

Paper One discusses a training program for community mental health workers which was developed utilizing the "New Careers" concept in which the poor are trained to serve the poor. The intention is to share the lessons learned through the generic training program with others engaged in New Career Training Programs. A description of the training facilities is presented followed by a discussion of the four phase training program. The second paper, on a model career development program, is a description of a program designed to increase relevant knowledge, develop specific skills, and foster attitudes appropriate for the provision of effective human services. The first part of the report is an introduction dealing with the needs, objectives, overview, and methods of training. The second part is concerned with curriculum and aspects such as understanding human behavior, crisis intervention, and working with groups. (Author/BW)

ED 070 006 CG 007 634

Spinks, Nellie J.  
IPI and Behavior: An Evaluation of Cognitive and Affective Change. Research Monograph 2.

Individually Prescribed Instruction Evaluation Center, Valdosta, Ga.

Pub Date 72

Grant—092-1-70-028-72-011

Note—93p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Affective Objectives, \*Behavior Change, \*Cognitive Development, Cognitive Processes, Educational Innovation, \*Individual Instruction, \*Individualized Curriculum, \*Individualized Instruction, Individual Needs, Instruction

The Individually Prescribed Instruction (IPI) program provides instruction based on specific objectives correlated with placement instruments, teaching methods, and individualized materials for wide ranges of differences in the classroom. The program was implemented in the five elementary schools of Lowndes County, Georgia, in 1970-72. This study was conducted to determine the effectiveness of the second year of the IPI program relative to the objectives and needs assessment of the Lowndes County Schools. Based on the analysis of experimental and control student scores, the dimension of student achievement appears to have been differentially affected by the IPI program. The findings of this study suggested six recommendations: (1) the IPI program should be continued; (2) a study should be made on the time demanded; (3) a committee should conduct a study on the demand for services; (4) techniques for community involvement should be continued; (5) expanding the program should be considered; and (6) a program for gifted children should be developed. (Author/BW)

ED 070 007 CG 007 635

Stein, Ann Kahn, Malcolm  
Attitudes and Characteristics of Nonusers.

Pub Date Apr 72

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Performance, \*College Students, \*Drug Abuse, Lysergic Acid Diethylamide, \*Marihuana, \*Student Attitudes, \*Student Behavior, Student Opinion, Student Reaction, Student Subcultures



The attitudes and life-style characteristics of 58 undergraduate nonusers of illegal drugs were evaluated through comparisons with 47 regular marijuana users. The nonusers were found to be more settled in their values, more goal-directed, and more involved academically. They also had higher Grade Point Averages. The nonusers appeared to be both knowledgeable and tolerant of marijuana use but to feel no need for its effects themselves. Statistics comparing the users and nonusers are presented on a number of other dimensions: (1) fraternity-sorority affiliation; (2) political attitudes; (3) satisfaction with the university; (4) stability of family; (5) religious preference; (6) involvement in work and extracurricular activities; (7) future career plans; (8) knowledge of sources of illegal drugs; (9) alcohol use; (10) attitude toward legalization of marijuana; and (11) attitudes toward LSD. It was concluded that nonusers share the traditional goals of working and studying hard to get ahead. (Author/BW)

**ED 070 008** CG 007 636

Sue, Stanley

**The Training of "Third World" Students to Function as Counselors.** Washington Univ., Seattle. Dept. of Psychology. Pub Date Apr 72

Note—13p.; Paper presented at the Western Psychological Association Meeting, April 26-29, Portland, Oregon

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*College Students, \*Counseling, Counseling Effectiveness, Counseling Goals, Counseling Instructional Programs, Counselor Characteristics, \*Counselor Training, Ethnic Groups, \*Minority Groups, \*Paraprofessional School Personnel

In order to provide counseling services to ethnic minorities in a large university, a program was initiated to train minority students to function as counselors. The training program consisted of a one-quarter course in counseling. Approximately 70 students enrolled in the course, instructed by two psychiatrists, a counseling psychologist, and two advanced psychology graduate students. Lectures and discussion sessions focused on issues such as cultural background of minorities, crisis intervention, assessment, and helping relationships. Students also participated in small group encounters and in counselor-counselee role playing experiences. Several conclusions were drawn from the program. First, students and instructors agreed on which students would be the best counselors. Second, specific skills were viewed by students as favorable counselor attributes. Third, the training of more militant students to function as counselors was a feasible plan. (Author/BW)

**ED 070 009** CG 007 637

Sweet, Gilbert A.

**A Role Change Strategy: Decentralized Counseling.**

Pub Date 72

Note—16p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Consultation Programs, Counseling, Counseling Instructional Programs, \*Counselor Functions, Counselor Performance, \*Counselor Role, \*Counselor Training, Decentralization, Training

The debate over new counseling roles rages as some counselors are already adopting them. This paper describes alternative counseling consulting interventions possible with teachers. It suggests a strategy for speeding the process of role change and encouraging counselor-teacher interaction. The strategy is that of decentralizing counseling offices into close proximity to teacher offices. The advantages and disadvantages are described. Among the issues central to success of this strategy is that of training. The difficulties involved in having counselors acquire new skills is discussed. A solution offered to the retraining of counselors already in the field and renewal of skills for others is the vast number of institutes being offered by growth centers around the country. The hope is expressed that in the future counselors will pick and choose skill training from the varied sources discussed in the paper. (Author/BW)

**ED 070 010** CG 007 638

Thompson, Andrew Miller, Adam

**Steps Toward Outcome Criteria in Counseling and Psychotherapy.**

Pub Date 70

Note—10p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Counseling, \*Counseling Effectiveness, Counseling Goals, \*Counselor Evaluation, Counselor Performance, Evaluation, \*Evaluation Methods, \*Evaluation Techniques, Helping Relationship, \*Student Reaction

A criterion system based on client perspective was developed to appraise the effects of counseling. There were four subject samples: (1) 142 clients seen for individual counseling during 1967-68; (2) 42 clients counseled during 1969-70; (3) 17 clients seen for group counseling; and (4) 60 respondents to a letter asking for volunteers. The instruments used were a goals checklist which contained a broad range of personal goals, and a follow-up questionnaire mailed to each subject. Clients marked their goals on the checklist, were counseled, and later reported by the questionnaire significant events indicating progress toward their goals. Interjudge agreement on classification of the questionnaire responses into 29 categories exceeded 85%. Goals and questionnaire categories ranged from general attitudes to specific behaviors. The system is discussed in terms of its potential usefulness, validity, and versatility. (Author/BW)

**ED 070 011** CG 007 640

Willingham, Warren W. And Others

**Career Guidance in Secondary Education.**

College Entrance Examination Board, New York, N.Y.

Pub Date 72

Note—71p.

Available from—Publications Order Office, College Entrance Examination Board, Box 592, Princeton, New Jersey 08540 (\$2.00)

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—\*Career Education, \*Career Planning, \*Guidance Programs, Guidance Services, \*Occupational Choice, \*Occupational Guidance, Secondary Education, Vocational Counseling, Vocational Development

A report was written to provide a systematic review of recent developments in secondary school guidance. This review involves: (1) describing trends in how the field is conceived—the dominant ideas, criticisms, and prescriptions for good guidance practice; and (2) describing exemplary guidance materials, projects, and programs now in use or under development—the intellectual tools of the profession and how they are being used in the schools. The report comes in three parts: (1) a narrative summary, (2) a series of charts, and (3) an annotated bibliography. The initial narrative summarizes some of the most important aspects of the charts and some general implications. The charts contain a substantial amount of information compressed into limited space, organized for quick retrieval, and referenced for further inquiry. The authors of this report have restricted their attention to secondary school guidance. It is emphasized that "career guidance" is rapidly becoming the accepted sobriquet for a variety of connected activities. (Author/BW)

**ED 070 012** CG 007 641

**Work Experience (Money Management and Social Involvement). Course Outline: 8769.**

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—32p.; Authorized Course of Instruction for the Quinquennial Program

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Activity Learning, Career Choice, Career Education, Career Planning, Curriculum Guides, \*Economic Education, Goal Orientation, \*Money Management, Vocational Adjustment, \*Vocational Development, \*Work Attitudes, Work Experience Programs

Identifiers—\*Quinquennial Program

A course was designed to help students develop traits which have worthwhile carry-over values which will prove useful in the continuation or completion of their formal education. The proper methods used in wise money management, covering those areas of earnings, savings, spending, budgeting and calculations of deductions are discussed and practiced in some depth during the course. Work-experience students learn self motivational concepts, which will aid them in seeking further technical education. This report is an outline developed through the cooperative efforts of the instructive and administrative personnel. The course is divided into three sections: (1) money management; (2) the future and you, and

(3) a post-test. A list of ten goals are presented which the work-experience student should be able to demonstrate upon completion of the program. Among these are to obtain knowledge of the procedures involved in securing employment, and the generally accepted procedures in preparing for a job interview. (Author/BW)

**ED 070 013** CG 007 642

**Work-Experience Program - 8769. (Outlook for the Future). Course Outline.**

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—26p.; Authorized Course of Instruction for the Quinquennial Program

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Career Planning, Curriculum Guides, Grade 10, High School Students, \*Individual Development, Objectives, Occupational Choice, \*Personal Growth, Personality Development, \*Vocational Development, Vocational Education, Vocational Interests, Work Experience Programs

Identifiers—\*Quinquennial Program

This course outline has been developed as a guide for students who are enrolled in the senior high Work-Experience Program. The course is designed to help these students make realistic evaluations of themselves regarding their future vocational and personal goals and to motivate them to understand the nature of careful preparation for a plan of self-employment that will enable them to move toward their future career goals. A goal stated for the course is that of improving the students' self concept. The materials covered in the course outline should enable students to gain a better understanding of the changing nature of our country's labor force, and the implications on their future lives. It should also serve as a stimulus for helping the students to realize their individual potentials and to increase the desire for personal advancement in chosen occupations, as well as to help them to select an alternative as they strive to achieve their goals. (Author/WS)

**ED 070 014** CG 007 643

**Work-Experience Program - 8769. (You and Your Occupation). Course Outline.**

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—36p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Career Choice, \*Career Education, \*Career Opportunities, Career Planning, Curriculum Guides, \*Employment Opportunities, Employment Qualifications, Employment Trends, Grade 10, \*High School Students, Occupational Guidance, \*Occupational Information, Work Experience Programs

Identifiers—\*Quinquennial Program

This course is designed to orient students to the variety of career opportunities which are available to them on a part-time basis, the duties and responsibilities involved in various occupations; and the qualifications necessary for employment in a selected career. The course is aimed particularly at tenth grade students. The instruction received by the students should help them develop desirable attitudes and opinions regarding occupational opportunities, as well as increase their skills in making critical analyses and judgements regarding the world of work. Through exposure to course material, the students should become more mature in their self-evaluations and in establishing goals that will aid them in preparing for future employment. The materials may be presented through lectures, class discussions, audio-visual aids, demonstrations, field trips, and independent study. (WS/Author)

**ED 070 015** CG 007 645

**So You Want to Go to College? 6443.50.**

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—23p.; Authorized Course of Instruction for the Quinquennial Program

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*College Admission, College Bound Students, \*College Choice, College Entrance Examinations, \*College Preparation, \*Colleges, Curriculum Guides, \*Educational Programs, High School Students

Identifiers—\*Quinquennial Program

This course provides for the recognition and understanding of terms necessary for exploring college admission. Insights gained concerning

the relative importance of high school grades and activities, as well as high school testing and college entrance testing. The course examines the junior college and senior college systems and their relationship to each other. It also explores varying campus atmospheres and different aspects of campus life. It provides practice in handling applications, including requesting transcripts and securing recommendations. All of the various sources of financial aid and general procedures for applying are studied. The course is recommended for any high school students, whether or not college entrance is anticipated upon graduation. The course makes use of reports, discussions, research, field trips, simulations, and resource personnel. (Author/WS)

**ED 070 016** CG 007 647

**Health Service Aide - 8007.** (Survey of the Health Service Field). Course Outline.  
Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—23p.; Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Career Choice, \*Career Education, Career Opportunities, \*Career Planning, \*Careers, Curriculum Guides, \*Health Occupations, High School Students, Vocational Development

Identifiers—\*Quinmester Program

This course is designed to acquaint the student with the preparation needed, job opportunities, salaries, and fringe benefits of health-related occupations. The course helps the student to become aware of the various career opportunities in this field. The course requires no special skills or previous knowledge. The 45-hour course utilizes a booklet consisting of six blocks of instruction which are divided into several units each. Classroom instruction includes guest speakers and field trips to a variety of health agencies and lectures. Student involvement is stressed through the use of audiovisual materials, student-conducted studies, interviews with various health personnel, and oral reports on many job opportunities. (Author/WS)

**ED 070 017** CG 007 652

**Extending Guidance and Counseling Services for the Mentally Handicapped.**

New York State Personnel and Guidance Association, Inc., Latham; New York State Teachers of the Mentally Handicapped, Inc.

Pub Date 72

Note—31p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Counseling Services, \*Counselors, Educable Mentally Handicapped, \*Guidance Programs, \*Mentally Handicapped, \*Mental Retardation, Pupil Personnel Services, Special Education, Special Programs, Special Services

This paper contains reports prepared by counselors and teachers of the mentally retarded. The thesis of this paper is that the opportunity for the handicapped student to lead a productive life can only be accomplished through proper education, guidance, and counseling. Included are reports on the following: elementary counseling of educable mentally retarded children; the team approach for teaching the mentally retarded; a cooperative senior high school special education program; vocational guidance for the mentally handicapped; and general articles on counseling the mentally retarded. (WS)

**ED 070 018** CG 007 704

*Citron, Michelle*

**The Effect of Multimedia Presentation on the Inducement of Synthetic Concepts.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Report No—WRDCCL-TR-216

Bureau No—BR-5-0210

Pub Date Mar 72

Contract—OEC-5-10-154

Note—58p.; Report from the Semantic Components of Concept Learning Project

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Cognitive Development, Data Analysis, Evaluation, \*Instructional Materials, \*Learning, \*Methods, \*Motivation, Response Mode

The purpose of this study was to determine if a multi-media presentation facilitates synthetic responses. The variables, linearity and meaningfulness of the presentation, were studied using a 2

x 2 design with outside control. The five conditions were administered to 95 fifth graders. The synthetic responses were measured with three tasks. Task I consisted of a Similarities Judgment task, Task II was a Sorting task, and Task III consisted of a questionnaire about the presentation. An ANOVA performed on the data from the Similarity Judgment and Sorting tasks showed no significance. A chi-square performed on the questionnaire did show significance on some questions, but these results were too isolated to accurately interpret. Descriptive analysis of the data, however, showed slight trends which would suggest that a multi-media format does facilitate synthetic responses. (Author)

**ED 070 019** CG 007 705

*DeVries, David L. Edwards, Keith J.*

**Learning Games and Student Teams: Their Effects on Classroom Processes.**

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Report No—JHU-CSSOS-142

Bureau No—BR-6-1610

Pub Date Nov 72

Grant—OEG-2-7-061610-0207

Note—39p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Classroom Techniques, \*Educational Games, \*Learning Activities, Peer Groups, \*Peer Teaching, School Organization, Student Participation, \*Teaching Methods, \*Teamwork

This study examines the effects of using a learning game "Equations," student teams, and the game-teams combination on classroom process variables in seventh grade math classes. Using the game created greater student peer tutoring, less perceived difficulty, and greater satisfaction with the class. Using student teams resulted in greater student peer tutoring, and greater perceived mutual concern and competitiveness in the classroom. The game-teams combination resulted in greater peer tutoring than either games or teams alone. The results are interpreted using a structural theory of games and of teams. (Author)

**ED 070 020** CG 007 706

*Harris, Margaret L. Harris, Chester W.*

**Item Analyses and Reliabilities for Reference Tests for Cognitive Abilities: Fifth Grade Boys and Girls.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Report No—WRDCCL-TR-191

Bureau No—BR-5-0216

Pub Date Nov 71

Contract—OEC-5-10-154

Note—26p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Cognitive Ability, Grade 5, \*Item Analysis, \*Test Construction, Testing, Tests, Test Validity

Test development efforts for constructing 35 of the tests included in a battery of 56 tests of possible cognitive abilities are described. Data were collected on 172 boys and 210 girls who had just completed the fifth grade. Item and total score statistics obtained for the 56 tests in the total battery are presented and discussed. (Author)

**ED 070 021** CG 007 707

*Harris, Margaret L. Harris, Chester W.*

**Three Systems of Classifying Cognitive Abilities on Bases for Reference Tests.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Report No—WRDCCL-TP-33

Bureau No—BR-5-0216

Pub Date Nov 71

Contract—OEC-5-10-154

Note—40p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Cognitive Ability, Cognitive Development, Concept Formation, \*Intelligence, \*Mental Development, \*Models, \*Test Construction

Three systems for defining cognitive abilities, proposed by Guilford, Guttman, and the Thurstones, are examined as bases for specifying reference tests for cognitive abilities. The authors propose the cognition of concepts system as a fourth alternative. Tests constructed and/or adapted on the basis of this examination are described. (Author)

**ED 070 022**

CG 007 708

*Hawkins, Patricia Divine*

**Hypostatization of Selected Environmental Concepts in Elementary School Children.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Report No—WRDCCL-TR-215

Bureau No—BR-5-0216

Pub Date Mar 72

Contract—OEC-5-10-154

Note—71p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Associative Learning, \*Concept Formation, \*Conditioned Stimulus, Grade 6, \*Learning, Learning Modalities, \*Stimulus Behavior

The present investigation studied the effectiveness of implicit analogies as advance organizers in children's learning. It was hypothesized that analogies which were structurally isomorphic to the target concept would facilitate learning of the latter even though linkages between components of the two concepts were not overtly specified. Ninety-six sixth graders from a rural Wisconsin Middle School served as subjects. Subjects in the experimental condition initially read an advance organizer describing an occupational hierarchy which was structurally isomorphic to the ecological hierarchy described in the experimental passage. One control condition received an irrelevant advance organizer containing significant terms from the job description embedded in a story. The second control condition received no advance organizer. Results of the study showed no significant effects of the advance organizer. Interpretation remains unclear, however, since a number of confounding factors may have been involved and several alternative explanations are plausible. (Author)

**ED 070 023**

CG 007 709

*Quilling, Mary R. And Others*

**Individual Goal-Setting Conferences Related to Subject-Matter Learning: A Report on the Field Test.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Report No—WRDCCL-TR-190

Bureau No—BR-5-0216

Pub Date Nov 71

Contract—OEC-5-10-154

Note—47p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Conferences, Individual Counseling, Motivation, \*Motivation Techniques, \*Objectives, \*Skill Development, \*Student Motivation, Teacher Role, Testing, Tests

The findings of a preliminary field test of the motivation package, Setting Individual Goals for Learning, are reported. In Phase I of the field test, 58 principals, unit leaders, and teachers showed gains in their knowledge of motivational principles and procedures after participating in a goal-setting in-service training session. To see whether the objectives of the program could be fulfilled in the classroom setting (Phase II), three schools implemented the goal-setting conferences in reading or mathematics. It was found that the teachers were able to implement the procedures described in the motivation package and apply motivational techniques in the conferences. The pupils gained significantly in number of skills attained weekly over the eight-week conference period. Furthermore, with discontinuation of the program, none of the pupils' mean weekly rates of skill attainment regressed to that of the preconference baseline period. (Author)

**ED 070 024**

CG 007 710

*Schmuller, Joseph A. Farley, Frank H.*

**Toward a Multi-Dimensional Measure of Clustering in Free Recall.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Report No—WRDCCL-WP-95

Bureau No—BR-5-0216

Pub Date Dec 71

Contract—OEC-5-10-154

Note—16p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Cluster Analysis, Instrumentation, \*Learning, \*Measurement Techniques, \*Recall (Psychological), \*Retention

Various reported measures of clustering in free recall are reviewed under categories of algebraic versus probabilistic approaches. Shortcomings in



these measures are outlined and a new multi-dimensional measure is advanced which overcomes many of the deficiencies noted. (Author)

**ED 070 025** CG 007 711

Wolff, Peter

**The Role of Stimulus-Related Activity in Children's Perception.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Report No.—WRDCL-TR-223

Bureau No.—BR-5-0216

Pub Date Apr 72

Contract—OEC-5-10-154

Note—21p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Children, \*Cognitive Development, \*Learning, Perception, \*Recognition, \*Sensory Training, \*Visual Perception

Two experiments examined the effect of haptic exploration on visual recognition of nonsense forms by 4- to 7-year-old children. In Experiment 1, haptic activity was optional for S. The amount and type of activity was rated. Those Ss who voluntarily produced haptic activity reached criterion in a repeated exposure-test recognition task in fewer trials than Ss who produced no activity. There was a tendency for the effect of haptic activity to decrease with age. In Experiment 2, 4-year olds were trained in haptic exploration and then assigned to predetermined experimental conditions defined by the presence or absence of haptic activity. Again, visual recognition was enhanced by haptic exploration. These experiments are compared with previous studies which failed to demonstrate haptic facilitation of visual recognition, and possible explanations for haptic facilitation are discussed. (Author)

**ED 070 026** CG 007 712

Vroegh, Karen S.

**The Relationship of Sex of Teacher and Father Presence-Absence to Academic Achievement.**

Institute for Juvenile Research, Chicago, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-1-E-103

Pub Date Aug 72

Grant—OEG-5-71-0045(509)

Note—125p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Academic Achievement, \*Elementary School Students, Elementary School Teachers, \*Fathers, Language Instruction, Mathematics, Parent Child Relationship, \*Parent Role, Parents, Reading Achievement, \*Student Teacher Relationship, Teachers

This report contains the findings of five specific hypotheses which were tested concerning the relationship of sex of teacher, sex of child, and extent of father presence to academic achievement. Residual change scores in mathematics, reading, and language were subjected to regression analyses and three-way analyses of variance. The subjects in the study were 201 girls and 215 boys in the fourth and fifth grade classrooms of 14 male and 14 female teachers. The measures of extent of father presence-absence came from mothers' responses to a father activity inventory. The analyses generally indicated that none of the independent variables were related to the achievement scores. The report states that future research should consider intervention at an earlier age, quality of father presence, teacher quality, and developmental sex differences. (WS/Author)

**ED 070 027** CG 007 713

Albers, Dallas F.

**Investigation of the Effects of Allocation of Instructional Time on Pupil Achievement and Retention.**

Cape Girardeau Public Schools, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-0-F-089

Pub Date May 72

Note—133p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Achievement, Biology, \*Classroom Design, \*Classroom Techniques, Cognitive Processes, Geometry, High School Students, Retention, \*Secondary Education

This study was undertaken as an effort to inform secondary school planners relative to the effects of the long block-of-time class period for fewer days on the achievement, retention and attitudes of pupils. The study was limited to six

class groups enrolled for Biology I and six class groups enrolled for Plane and Solid Geometry at Cape Girardeau, Missouri, Central High School. Measurement of gains in cognitive learning achievement and in retention of achievement, sampling of pupil preferences and opinions, and sampling of teacher reaction were focused on this group. The study warranted the following generalizations and implications: (1) Secondary school administrators may infer that lengthened periods may be scheduled without the time factor being detrimental to pupil learning or retention; (2) Longer class periods may be adopted for geometry or biology to open up new possibilities for instruction; (3) Extended class periods will be acceptable to pupils, especially if classes are designed to include a variety of learning activities each day; (4) Similar studies should be made using different groups and situations. (WS)

**ED 070 028** CG 007 714

Lipe, Dewey And Others

**The Use of Incentives to Enhance School Learning.**

Report No.—AIR-32500-11-72-FR

Bureau No.—BR-2-0438

Pub Date Nov 72

Grant—OEG-0-72-4331

Note—29p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Education, \*Educational Experience, \*Educational Programs, Elementary Education, Intermediate Grades, \*Learning, Learning Activities, Learning Motivation, Middle Schools, \*Motivation, Program Development, \*Reinforcers, \*Rewards

Identifiers—\*Incentives

This project was designed to develop and validate a communication package on the use of incentives in education. The package, which is directed toward elementary and middle school teachers and administrators contains discussions of the following: theoretical rationales underlying the use of incentives; types of incentives; target populations for incentives; modes of incentive delivery; and criterion measures for determining incentive awards. The discussions are annotated with references to a large body of research literature. Successful as well as unsuccessful incentives are referenced. Slide/tape presentations were produced in areas related to practical applications of educational incentives. Such presentations may serve a training function as well as an assistance to school administrators in surmounting public misunderstanding about incentives. (WS/Author)

**ED 070 029** CG 007 758

Allen, Vernon L. Feldman, Robert S.

**Learning Through Tutoring: Low-Achieving Children as Tutors.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—WRDCL-TR-236

Bureau No.—BR-5-0216

Pub Date Sep 72

Contract—OEC-5-10-154

Note—17p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Academic Achievement, \*Cross Age Teaching, \*Elementary Education, \*Elementary School Students, \*Low Achievers, \*Tutorial Programs, Tutoring

Low-achieving fifth-grade children either taught a third grader or studied alone for a series of daily sessions. At the end of the two-week period, the low-achievers' performance was significantly better in the tutoring condition than in the studying condition. This showed a reversal in the direction from the initial difference between conditions. There was no differential effect on tutees of being taught versus studying alone. Results suggest that serving as a tutor may be a particularly useful method for enhancing the academic performance of low-achieving children. (Author/WS)

**ED 070 030** CG 007 759

Mann, Leon

**Studies in Curriculum Decision Making: A Conflict Theory Approach. Final Report.**

Harvard Univ., Cambridge, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C. Regional Research Program.

Pub Date Sep 71

Note—37p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—College Choice, \*College Students, Conflict, \*Decision Making, \*High School Students, Information Needs, \*Problem Solving

This research project investigates the application of principles derived from a conflict theory of decision making (Janis & Mann 1968) to the study of decision making among high school and college students. Three studies were carried out to test derivations from conflict theory. The first study tested the effectiveness of a balance sheet or tallying procedure used to induce a sample of high school students to think carefully about considerations relevant to college choice. The second study dealt with a commitment warning procedure designed to inhibit the tendency to use superficial and past decision making in everyday decisions. The third study was concerned with the conflict theory hypothesis that preferences for supportive and utilitarian information are related to the stage of the decision process at which the student is located. Results of the three studies tend to support the derivations from the conflict theory, but in addition to their theoretical significance, may be of value to counselors and teachers who are concerned with developing sound principles of decision making in their students. (Author/WS)

**ED 070 031** CG 007 760

Townarnick, Carol

**Parents Primer: A Guide to Education.**

Center for the Study of Student Citizenship, Rights, and Responsibilities, Dayton, Ohio.

Spons Agency—Central State Univ., Wilberforce, Ohio.

Bureau No.—BR-1-E-104

Note—32p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Civil Rights, Guides, \*Parent Influence, \*Parent Participation, Parent Role, Parents, \*Parent School Relationship, School Law, \*School Responsibility, Schools, School Services, School Systems, \*Student Rights, Student School Relationship

This handbook for parents assumes that there is nothing wrong with their child but that there is something wrong with the school system. It assumes that parents know what their children need to survive and that the one-sided, professional approach to learning is not working as well as school authorities say that it is. The authors of the booklet believe that parents want the best for their children but often feel helpless in finding their way through the school system's bureaucracy. This handbook states what some of the rights of children and parents are, and how to go about obtaining them. It lists the names of people who are responsible for the child's education and the proper channels to follow. It is stated that this is a handbook for parents who want their children to have more than they did. (Author/WS)

**ED 070 032** CG 007 761

Cheatham, T. Richard Jordan, William J.

**A Comparative Analysis of the Conjoint Effects of Instructor Race, Instructor Sex, and Peer Group Evaluations of Student Assignments on Student Attitudes and Achievement. Final Report.**

Central Missouri State Coll., Warrensburg. Spons Agency—Office of Education (DHEW), Washington, D.C. Regional Research Program.

Bureau No.—BR-2-G-027

Pub Date Jul 72

Grant—OEG-7-72-0007(509)

Note—50p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Achievement, College Students, Motivation Techniques, \*Negro Teachers, \*Peer Acceptance, Peer Groups, Peer Relationship, Racial Factors, Sex (Characteristics), Sex Differences, \*Student Motivation, \*Student Teacher Relationship, Teacher Background, \*Teacher Characteristics

Previous research has emphasized the reliability and the validity of peer ratings. However, the cognitive and affective impacts of peer evaluations within specific academic disciplines is lacking. The present study explored the impact of peer group evaluations on student attitudes toward the basic speech course and student achievement on speech assignments. Subjects for the investigation included 160 students enrolled in the basic speech course at Central Missouri State College. Eighty of the subjects received both peer and instructor ratings of performance,

while the other eighty subjects were exposed to instructor evaluation only. Eighty of the subjects were taught by white instructors (one male and one female), while the other eighty subjects were taught by black instructors (one male and one female). Three attitude surveys, scores on two objective examinations, scores on each of five speech performances and the final course grades comprised the data for the study. Although results of the analyses suggest that peer evaluations do not serve as significant achievement incentives or as initiators of more favorable student attitudes toward the course or instruction, peer ratings appear more valuable in classes taught by black male instructors.

## CS

### ED 070 033 CS 000 211

Clary, Florence Damon  
**Blueprints for Better Reading: School Programs for Promoting Skill and Interest in Reading.**

Pub Date 72  
Note—312p.  
Available from—H. W. Wilson Company, 950 University Avenue, Bronx, N. Y. 10452 (\$14.00 U. S. and Canada, \$16.00 foreign)

**Document Not Available from EDRS.**

Descriptors—\*Childrens Books, Library Material Selection, Reading Development, \*Reading Habits, \*Reading Instruction, Reading Interests, Reading Materials, \*Reading Material Selection, Reading Skills, \*Recreational Reading, School Libraries

The major premise of this book is the reaffirmation of the concept that skill and interest in reading are interdependent and inseparable and that neither goal is reached unless both are pursued simultaneously. Part I identifies problems involved in improving reading guidance programs and describes the forces and factors that influence the reader and the understandings required of the person who guides the reading of youth. Part II delineates the kind of organization and schedules essential in promoting effective reading guidance programs in the schools, lists criteria for the selection and evaluation of learning materials, and describes a variety of directive and nondirective approaches to reading guidance. Part III describes programs, procedures, activities, and devices for teaching young people to read critically, to acquire and use information and knowledge, and to build values, appreciations, and the attendant skills that promote lifelong reading. (Author/TO)

### ED 070 034 CS 000 212

Faunce, R. W.  
**Evaluation of a Reading Program for Severely Retarded Readers, Spring 1971.**

Minneapolis Public Schools, Minn.  
Pub Date Oct 71  
Note—21p.

**EDRS Price MF\$0.65 HC\$3.29**

Descriptors—\*Elementary Grades, Grade 4, Grade 5, Grade 6, Reading, Reading Achievement, Reading Development, Reading Difficulty, \*Reading Improvement, \*Reading Instruction, \*Reading Programs, Reading Skills, \*Remedial Reading

The major goal of the reading program was to take children who were severely disabled readers and bring them to the third grade level over the course of eight weeks of intensive instruction. There were three basic components of the program: (1) Talking Typewriters (each child spent about twenty minutes each day on the Talking Typewriter); (2) tutoring by teacher aides; and (3) homework, which involved use of the Talking Page and the Voice Mirror. Seventeen fourth grade students, nine fifth grade students, and two sixth grade students were selected for the program. The students were pretested with the Stanford Achievement Test. Those who scored below 2.0 on the Stanford were recommended for informal testing. The same two tests were given as posttests either upon the completion of the program or at the end of the period of time when the children were no longer able to participate because of summer vacation. The statistical results indicated that the program did not bring each participating child up to the third grade level. Twenty-five children did not make substantial progress on either the formal or the informal

tests. It was recommended that further tests of the reading program be conducted outside the Minneapolis public schools. (Author/WR)

### ED 070 035 CS 000 214

Anderson, William Warner  
**A Study of the Effects of Self-Directed Activity Upon Quantity, Quality, and Variety of Responses in a Group Directed Reading-Thinking Activity.**

Pub Date 71  
Note—204p.; Ed.D. Dissertation, University of Virginia

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-7125, MF \$4.00, Xerography \$10.00)

**Document Not Available from EDRS.**

Descriptors—Directed Reading Activity, \*Grade 4, Reading, Reading Achievement, \*Reading Instruction, \*Reading Research, \*Self Directed Groups

Many behavioral theorists have suggested that self-directed activity is central to the learning process (e.g., Dewey, Piaget, Wertheimer). Accordingly, it was predicted that such activity bears a significant positive relationship to the quantity, quality, and variety of responses in a reading lesson. Moreover, it was expected that selected academic, cognitive, and demographic variables are consistently related to level of self-directed activity. A naturalistic observation system was developed to test the hypotheses and was used to determine a weighted measure of self-directed activity for 157 fourth grade pupils. The pupils were taught a reading lesson using an open-group interaction model. Pupil responses during the lesson were recorded, transcribed, and rated for quantity, quality, and variety. The findings did not confirm the major hypothesis that group self-directed activity level affects the quantity, quality, or variety of responses in a group directed reading-thinking activity. It was concluded that group quality of response level does have a positive effect upon individual, nonverbal, self-directed activity. (Author/WR)

### ED 070 036 CS 000 216

Romer, Robert Davidson  
**A Historical Study of the Controversy Regarding the Use of Phonics in Teaching Reading.**

Pub Date 71  
Note—447p.; Ed.D. Dissertation, University of California, Los Angeles

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-2896, MF \$4.00, Xerography \$10.00)

**Document Not Available from EDRS.**

Descriptors—Beginning Reading, \*Historical Reviews, Instructional Programs, \*Phonics, \*Reading Instruction, Teaching Techniques

Various reference sources were examined in an attempt to delineate and analyze the historical development of the controversy regarding the use of phonics in teaching reading during the period from 1930 through 1964. Information was examined in 10-year spans, which indicates the number of articles written during those periods. The analysis indicated that the slight decline in the proportional number of articles by authors who view phonics as only one important part of the total reading program was combined with proportional increases in the number of articles by authors who advocated early emphasis on phonics as the means of teaching beginning reading and heavy emphasis on the use of phonics in teaching reading. Thus, there has been a trend toward a greater acceptance of teaching a larger amount of phonics in the earlier stages of the instructional program, as well as a greater acceptance of the use of phonics in conjunction with a variety of necessary reading skills, with emphasis on word recognition skills as a means of identifying unknown words in order to enhance meaningful reading. (Author/HS)

### ED 070 037 CS 000 217

Swallow, Rose-Marie  
**Automatic Processing of Perceptual-Linguistic Stimuli in Second Grade Achieving and Non-Achieving Readers.**

Pub Date 71  
Note—108p.; Ed.D. Dissertation, University of Southern California

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box

1764, Ann Arbor, Michigan 48106 (Order No. 72-3799, MF \$4.00, Xerography \$10.00)

**Document Not Available from EDRS.**

Descriptors—\*Aural Stimuli, \*Grade 2, Grammar, \*Inner Speech (Subvocal), Morphology (Languages), Perceptual Development, Reading, Reading Achievement, Reading Difficulty, \*Reading Research, Syntax, \*Visual Stimuli

This study examined automatic processing of perceptual stimuli (auditory, visual, auditory-visual) and of linguistic units (morphological rules, grammatical structures, and syntactical control). Sixty average (85-115 IQ), Caucasian, middle class, eight-year-old boys were selected from La Habra School District second grades. The testing instruments were: twelve subtests of the ITPA, Bender Visual-Motor and Emotional, Wepman Auditory Discrimination, Berko's Test of Morphological Development, Chunking Test, Muehl-Kremenak and Swallow-Poulsen Test of Auditory-Visual Integration, n-Achievement, and Wolf Environmental Scale. Findings indicated that reading disabilities were a syndrome related to inner and receptive language. The major factors emerging for achievers was a general auditory language, central processing ability. Scales loading significantly ( $p=.05$ ) on this factor were Auditory Reception, Auditory Discrimination, Grammatical Closure, Syntactical Control, Morphological Development, and Auditory Closure. This suggested that reading deficits were primarily related to central auditory language processing at the automatic level. The principal factor emerging for nonachievers in factor analysis suggested general perceptual learning. (Author/WR)

### ED 070 038 CS 000 218

Bazemore, Judith Sherrill  
**The Relationships Between Student Level of Tension, the Learning Environment, and Achievement in Reading.**

Pub Date 71  
Note—97p.; Ph.D. Dissertation, University of Georgia

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-2452, MF \$4.00, Xerography \$10.00)

**Document Not Available from EDRS.**

Descriptors—Attendance, \*Elementary Grades, \*Learning, \*Reading, \*Reading Achievement, \*Reading Research

The purpose of this study was to explore the possibility that student achievement in reading is, in part, a function of the interaction between a student's level of tension and his learning environment. Possible relationships between absence and achievement, absence and group assignment, and absence and level of tension were also investigated. The subjects were 59 children, ages 8-12, who had finished either the third, fourth, fifth, or sixth grade and were enrolled in summer school. The subjects were grouped according to their degree of tension as measured by the Children's Personality Questionnaire and were then randomly assigned to one of two groups made distinctive by the teacher behaviors. The helping teacher encouraged the student and aided him with individual teaching when the need arose. The nonhelping teacher performed simply as an authority figure, maintaining discipline taking attendance. The Hoffman Developmental Reading Program was used as the sole instructional base for reading. The results of the analysis of data revealed (1) no significant differences in achievement score means and (2) nonsignificant correlations between absence and achievement, tension level, and group assignment. (Author/WR)

### ED 070 039 CS 000 220

Heydenberg, Warren Robert  
**A Comparison of Four Methods of Estimating Reading Potential.**

Pub Date 71  
Note—178p.; Ed.D. Dissertation, University of Northern Colorado

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-4169, MF \$4.00, Xerography \$10.00)

**Document Not Available from EDRS.**

Descriptors—\*Grade 8, Listening Comprehension, Reading, \*Reading Achievement, \*Reading Level, \*Reading Research

The purpose of this study was to compare the results obtained from four methods for estimating reading potential when they were applied to twenty-nine high ability eighth grade students. The estimates were obtained by using the Bond and Tinker formula, the Harris Reading Expectancy Age formula listening capacity level, and the Analysis of Learning Potential Test. The Peabody Picture Vocabulary Test was administered to identify high ability students, and an informal listening inventory was administered to define listening capacity level as an estimator of reading potential. The Reading Prognostic Subtests of the Analysis Learning Potential Test were administered to provide estimates of reading potential. The estimates of reading potential obtained from the Bond and Tinker formula closely approximated high ability eighth grade students' reading achievement levels. The Harris Reading Expectancy Age formula provided estimates of reading potential which averaged 0.7 of a grade level higher than students' reading achievement levels. Listening capacity estimates were approximately one and one-half grade levels higher than students' reading achievement levels. (Author/WR)

**ED 070 040** CS 000 223

**Popp, Helen M.**  
**Test Project for the LRDC Beginning Reading Program "Stepping Stones to Reading."**

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0253

Pub Date 72

Contract—OEC-4-10-158

Note—87p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—Beginning Reading, Childrens Books, Graphemes, Phonemes, \*Phonics, Reading Achievement, \*Reading Programs, Visual Discrimination, Visual Stimuli, Vowels

**Identifiers**—\*Color Coding, LRDC Beginning Reading Program, \*Phoneme Grapheme Correspondence

In the Learning Research and Development Center (LRDC) Beginning Reading Program, vowels are color-coded so that different spellings, representing a single vowel sound, maintain some feature in common. Such color-coding imposes a structure which effectively reduces the uncertainty in associating visually different stimuli with a similar oral response. The program consists of two sets of twelve children's books with color-coding used systematically through Book 8 or 11. Words are color-coded according to rules applying to each set of two stories that follow the introduction of a new phoneme-to-grapheme association, with the amount of color prompting reduced in the alternate set of readers. In the second story of the first set of readers, only words which have not previously appeared at least five times in color in prior stories are color-coded. In the alternate set of readers, only words which have never appeared before in prior stories are color-coded. During 1969-70 several studies were made to determine the effectiveness of color-coding: a testing program to prove pupil achievement, a study to investigate the question of how much color prompting benefits the pupils, and a test to determine how well individual elements were learned by the same children. (HS)

**ED 070 041** CS 000 225

**White, Doris Ann**

**Effectiveness of Afro-American Studies on the Racial Attitudes of Young White Children.**

Pub Date 71

Note—162p.; Ed.D. Dissertation, University of Illinois at Urbana-Champaign

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-12,430, MF \$4.00, Xerography \$10.00)

**Document Not Available from EDRS.**

**Descriptors**—Aesthetic Education, \*African American Studies, Caucasian Students, \*Changing Attitudes, Culture Contact, English Programs, Intercultural Programs, Language Arts, Negro Culture, \*Primary Grades, \*Racial Attitudes, Social Studies

A program of Afro-American studies was implemented for a duration of four months to assess the effect of such studies upon the racial attitudes of white American children. The study consisted

of 85 children whose ages ranged from six to eight years. Not equated on the basis of sex, intelligence, or achievement, all of the pupils experienced the same treatment. The program contained units in social studies, language arts, and aesthetic arts which focused on historical and biographical fact, contemporary-social issues, life style, and the contributions of black Americans. It provided avenues to help children communicate their own feelings about working with children from different cultural backgrounds and acquainted the children with the everyday life patterns of the black society. Furthermore, the program engaged the pupils in language activities, creative dramatics, the use of puppets, recordings, and audiovisual materials. Pre- and post-interviews were conducted with each child, and workshops and conferences were conducted with the teachers. Findings indicate that a program of Afro-American studies can be implemented with primary grade children and that such a program may make a difference in the racial attitudes of white children. (Author/HS)

**ED 070 042** CS 000 226

**Wagner, Ruth Elaine Hoffman**

**An Experimental Study of the Effects of a Program of Oral Reading of Children's Literature About Negroes on the Self-Concept of Negro Fourth Grade Children.**

Pub Date 71

Note—104p.; Ed.D. Dissertation, The University of Tennessee

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-5496, MF \$4.00, Xerography \$10.00)

**Document Not Available from EDRS.**

**Descriptors**—\*Grade 4, Identification (Psychological), Negro Literature, \*Negro Students, \*Oral Reading, \*Self Concept, \*Self Concept Tests, Self Esteem

The self-concepts of black fourth grade students in Austin, Texas, were studied to ascertain the effect of 36 sessions, 30 minutes each, of oral reading of literature containing black characters, both historical and fictional. Along with a pre- and posttest, the Piers-Harris Self Concept Test (an inventory of yes/no responses to 80 statements about one's self), the Children's Self-Social Constructs Test (a nonverbal measure of self-social items of horizontal and vertical esteem, complexity, individuation, and identification with mother, father, teacher, and friends), and self-drawings in color by the students were used. Divided into three groups, the experimental group was exposed to literature with black characters, the placebo control group to literature without black characters, and the control group to no oral reading of literature. Analysis of the data revealed: (1) a lower self-concept of the experimental group even though they had higher scores on the Children's Self-Social Constructs Test; (2) all groups on the posttest scores displayed less complexity, individuation, and identity with teacher and a greater identification with father; and (3) children in the experimental group used brown less frequently as the skin color in self-drawings at the end of the period than in their first self-drawings. (Author/HS)

**ED 070 043** CS 000 227

**Bochtler, Stanley Edwin**

**A Small Community (Pop. 400): Social Class Reading Habits and Interests, and Reading Achievement of the Elementary School Children.**

Pub Date 71

Note—232p.; Ph.D. Dissertation, Southern Illinois University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-10,234, MF \$4.00, Xerography \$10.00)

**Document Not Available from EDRS.**

**Descriptors**—Elementary Grades, Questionnaires, \*Reading Achievement, \*Reading Habits, \*Reading Interests, \*Social Class, Socioeconomic Influences

**Identifiers**—Illinois, \*St Peter

St. Peter, Illinois, a small community with a population of 400, was selected for this sociological study to determine (1) the social structure of a small community, (2) the number of social levels discernible, (3) the reading habits and interests of the inhabitants, (4) the reading achievement of elementary school children, and

(5) the relationship, if any, between social class and reading habits, interests, and achievement. Reading habits and interests were assessed through the use of a questionnaire and analyzed by sex, age, grade level, and social class. The reading achievement testing was conducted in the local elementary parochial school (St. Peter's Lutheran Church), and results were also analyzed by grade level, social class, and sex. In general, the tendency to be only a very slight relationship between social class and reading habits, interests, and achievement. (Author/HS)

**ED 070 044**

CS 000 229

**Witty, Paul A., Ed.**

**Reading for the Gifted and the Creative Student.**

International Reading Association, Newark, Del.

Pub Date 71

Note—66p.

Available from—International Reading Association, Six Tyre Avenue, Newark, Del. 19711 (\$2.50 non-member, \$2.00 member)

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—Creative Ability, \*Creativity Research, Early Reading, \*Gifted, Individual Reading, Language Arts, \*Reading, Reading Ability, \*Reading Instruction, Reading Level, \*Reading Programs, Reading Readiness

This booklet is designed to offer teachers and administrators a guide for identification of gifted and creative students. Suggestions for providing appropriate instruction, guidance, and experience in reading are also given. The editor understands the term gifted to include not only children of a very high IQ, but also "any child whose performance in a worthwhile type of human endeavor is consistently or repeatedly remarkable." First, the nature and needs of gifted and creative pupils are delineated from scientific studies; second, an overview, as well as detailed descriptions of some outstanding programs, is given of various ways certain schools are attempting to provide the gifted with opportunities in reading; third, the role of the home in fostering development and improvement of reading for the gifted is treated; and fourth, the characteristics of the effective teacher are set forth and are accompanied by suggestions for instruction and for guidance of the gifted child's reading. (Author/DI)

**ED 070 045**

CS 000 230

**Carlson, Ruth Kearney, Comp.**

**Folklore and Folktales Around the World. Perspectives in Reading No. 15.**

International Reading Association, Newark, Del.

Pub Date 72

Note—179p.; Papers presented at the International Reading Association's Annual Convention (15th, Anaheim, Calif., 1970)

Available from—International Reading Association, Six Tyre Avenue, Newark, Del. 19711 (\$4.50 non-member, \$3.50 member)

**EDRS Price MF-\$0.65 HC-\$6.58**

**Descriptors**—\*Booklists, Fables, \*Folklore Books, Legends, Literature Appreciation, Mythology, Reading Materials, \*Reading Material Selection, \*World Literature

**Identifiers**—\*Folktales

This volume, the third in the International Reading Association's Perspectives Series on literature for school age children, concerns the role of folklore and the types of folktales in several areas of the world. These papers were originally presented at IRA's Fifteenth Annual Convention held in Anaheim, California, in 1970. Several articles are devoted to folktales of the western hemisphere and those of Europe. One essay concerns the world folktale, and another the folktales of the Pacific area. An extensive bibliography of folklore and folktales completes the book. (Author/TO)

**ED 070 046**

CS 000 231

**Smith, Helen K., Ed.**

**Meeting Individual Needs in Reading.**

International Reading Association, Newark, Del.

Pub Date 71

Note—156p.

Available from—International Reading Association, Six Tyre Avenue, Newark, Del. 19711 (\$4.50 non-member, \$3.50 member)

**EDRS Price MF-\$0.65 HC-\$6.58**

**Descriptors**—Basic Reading, \*Individualized Reading, \*Individual Reading, \*Language Arts, Listening, Mexican Americans, Negroes, \*Reading, Reading Ability, Reading Instruc-



tion, Reading Programs, Reading Skills, \*Remedial Reading, Retarded Readers, Spelling, Writing

This collection of essays explores two interpretations of "reading and the individual." One interpretation concerns the effect reading has upon an individual's self-concept and his total personality; the second interpretation relates to the methods used in teaching reading, recognizing the peculiar needs, interests, desires, abilities, and backgrounds of the students. The volume is divided into two parts. Part One contains papers concerned with the kinds of individual differences found among students, ways of identifying and meeting individual differences in reading, and different patterns of classroom and school organization in which teachers may work to meet these differences. Part Two includes papers related to individualizing reading instruction for particular groups of students: retarded readers, nonacademic students, the mentally retarded, Afro-Americans, and Mexican-Americans. Three of these papers include suggestions for individualizing instruction in listening, spelling, and writing. (Author/DI)

ED 070 047

CS 000 232

Smith, Carl B., Comp.

Parents and Reading. Perspectives in Reading No. 14.

International Reading Association, Newark, Del.; National Congress of Parents and Teachers, Chicago, Ill.

Pub Date 71

Note—117p.

Available from—International Reading Association, Six Tyre Avenue, Newark, Delaware 19711 (\$3.50 non-member, \$3.00 member)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Beginning Reading, Family Influence, \*Parent Participation, Parent Role, \*Parent School Relationship, Reading Difficulty, \*Reading Instruction, \*Reading Readiness

Chapters in this book describe how the home and the general environment contribute language and concepts and thereby condition a child to react favorably or unfavorably toward school and reading. The causes of reading difficulties are discussed to show that physical and psychological as well as social and instructional interferences may be involved. Interest and motivation play key roles in the energy a child brings to reading and thus should be searched out by the parent and the teacher to take best advantage of the kinds of books that will appeal to the existing drives of the child. The book also treats the very practical concerns of the parents' role—how early reading instruction should begin, successful methods some parents have used to teach children to read, facts about decoding, facts about comprehension, and ways that parents can help with reading instruction in school through the PTA or on their own. The articles also suggest ways in which teachers and administrators can encourage parents to participate in helping their children learn to read. (Author/TO)

ED 070 048

CS 000 233

Guttinger, Helen And Others

An Experiment in Developmental, Individualized Reading: An Alternative to Performance Contracting.

Florida Univ., Gainesville. P. K. Yonge Lab. School.

Pub Date [72]

Note—41p.; P.K. Yonge Laboratory School Research Monographs, Volume 1, No. 1

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Developmental Reading, Grade 6, Grade 8, Grade 9, Grade 11, \*Individualized Reading, Peer Teaching, \*Performance Contracts, Reading Achievement, Reading Centers, Reading Development, Reading Diagnosis, Reading Materials, \*Reading Programs, Secondary School Students, \*Teacher Workshops

In this evaluation of the effectiveness of a developmental, individualized reading program in grades six, eight, nine, and eleven, emphasis was placed on diagnostic and prescriptive procedures within a laboratory setting. Interaction between students and teacher-counselors was on a one-to-one basis. The nine-week program included pretesting, individual planning conferences, six weeks of laboratory experience, posttesting and final evaluation conferences. The results showed reading rate gains to be significant at all four grade levels. Sixth graders gained 2.6 months in

story comprehension and 4 months in paragraph comprehension. Gains in two sections at the other three levels were significant. Mean gains in vocabulary were significant in four of the ten sections at the four grade levels. Complete statistical data, a list of materials and equipment, cost analysis, and a workshop model are included in the appendices. (Author/TO)

ED 070 049

CS 000 234

Streit, Janet

Reading Interests of Individualized and Basal Textbook Programs for Intermediate Grades.

Pub Date Jan 73

Note—86p.; M.Ed. Thesis, Rutgers University, The State University of New Jersey

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Basic Reading, Independent Reading, \*Individualized Reading, \*Primary Grades, Reading Development, Reading Improvement, Reading Instruction, \*Reading Interests, \*Reading Materials, Sex Differences

In an attempt to determine the effects of the teaching-of-reading methods of individualized Reading and Basal Textbook on children's reading interests, frequency of reading, and actual book preferences, an inventory was administered to 396 boys and girls in grades four to six within two schools representing these reading approaches. It was found that (1) reading instructional method had little effect on children's range of reading interests; (2) as grade level increased, children's range of reading interests declined; (3) the Individualized Reading method encouraged more independent reading than the Basal Textbook approach; (4) girls taught by the Individualized Reading approach did more independent reading than did girls taught by the Basal Textbook approach; (5) the reading interests of children taught by the two methods were highly correlated; (6) animal stories were the most preferred book choices; and (7) boys and girls in the Individualized Reading program wrote significantly more book titles than did those in the Basal Textbook program. (Author/DI)

ED 070 050

CS 000 242

Faubion, Norma Nell

The Effect of Training in the Use of Cloze on the Ability of Fourth Grade Pupils to Gain Information from Written Discourse.

Pub Date 71

Note—164p.; Ph.D. Dissertation, Texas A&amp;M University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-5655, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—\*Cloze Procedure, Grade 4, Reading Achievement, \*Reading Comprehension, Reading Development, Reading Improvement, \*Reading Research, Reading Skills, \*Silent Reading

Two experimental groups and a control group were employed for this research, which was designed to measure the effect of cloze training upon the reading comprehension of fourth-grade pupils when the training focused upon the use of structure words and verbalizations by pupils concerning responses to cloze exercises. Pretest measures of reading comprehension were taken by administering the CTAGI and the Stanford Reading Achievement Test, Form W. Subjects in the control group participated in a daily silent reading lesson based on passages from which the cloze passages were developed. In experimental A, subjects were given a cloze lesson each day. In addition, the corrected exercises from the previous day were returned, and the subjects were requested to note the corrections. Subjects in experimental B followed the same procedure as A with one exception. When the corrected cloze items were returned, the subjects were encouraged to verbalize about the appropriateness or lack of appropriateness of their responses. Although the researcher was unable to demonstrate that training in the use of cloze resulted in growth in comprehension skills, there might have been certain variables which influenced the effectiveness of cloze training. (Author/WR)

ED 070 051

CS 000 246

Gardner, Ruth Cogswell Anderson

The Relationship of Self Esteem and Variables Associated with Reading for Fourth Grade Pima Indian Children.

Pub Date 72

Note—100p.; Ed.D. Dissertation, The University of Arizona

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-25,509, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—American Indian Culture, \*American Indians, Cultural Awareness, Ethnic Groups, \*Grade 4, \*Intelligence Factors, Language Ability, Reading, Reading Ability, \*Reading Achievement, \*Self Esteem, Sex Differences

Identifiers—\*Pima Indians

The purpose of this study was to investigate the relationship of self-esteem to variables associated with reading for fourth grade Pima Indian children. The variables selected were intelligence factors, reading achievement quotients, and reading attitudes. Significant relationships were found between self-esteem and language ability, total intelligence as represented by mental age, reading achievement in terms of age and grade expectancy, reading expectancy in terms of estimated potential and attitude toward reading for boys. No significant relationships were found for girls. Significant relationships were found for language mental age, reading achievement in terms of grade expectancy, and attitude toward reading for the total group. The findings of the study indicate a need to (1) continue programs to raise the self-esteem of Pima Indian children, (2) provide reading instruction based upon enhancing the child's self-esteem through the valuing of his own language, interests, and abilities, and (3) respect attitudes reflecting Pima culture which influence self-esteem and school achievement. (Author/DI)

ED 070 052

CS 000 250

Kretschmer, Joseph Clement, Jr.

Measuring Reading Comprehension.

Pub Date 72

Note—105p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-27,045, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Child Development, \*Elementary Grades, Grade 3, Grade 6, Reading, \*Reading Comprehension, \*Reading Research, \*Testing, Vocabulary

Identifiers—\*Piaget Theory

The purpose of this study was to construct and test a new instrument to test reading comprehension based upon Jean Piaget's theory of child development. The instrument was aimed at the elementary school age group, and thus was based specifically upon the eight "concrete" operations outlined by Piaget as characteristic of child thought in the seven-to-eleven age group. A thirty-two item multiple-choice test over four short paragraphs was constructed. They presented classificatory-additive, classificatory-multiplicative, serial-additive, serial-multiplicative operations. Sixty third-graders in a predominately upper-middle-class area elementary school and sixty sixth-graders who had previously attended the same school (now in a middle school) were chosen as subjects. The test was administered to both grade levels in one sitting. The experimental test produced reliabilities of .736 and .837 for the third- and sixth-graders respectively. Standardized test performance (IQ, reading vocabulary, and comprehension) correlated highly with one another, but to a limited degree with the experimental test variable. (Author/WR)

ED 070 053

CS 000 251

Lurie, Lucille

A Comparison of the Effect of Three Approaches to the Teaching of Specific Reading and Study Skills on a Group of Failing Junior High School Students.

Pub Date 72

Note—258p.; Ed.D. Dissertation, Boston University School of Education

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-25,449, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Comparative Analysis, Core Curriculum, Grade 7, Grade 8, \*Junior High School Students, \*Low Ability Students, Reading Instruction, \*Reading Skills, Student Attitudes, \*Study Skills, \*Teaching Methods, Writing Skills

Three methods of teaching reading and study skills to failing junior high school students of average measured intelligence were evaluated in this study. Fifty-nine seventh and eighth grade students, divided into two experimental and two control groups, were taught by one of three methods: (1) traditional literature-oriented reading and study skills class, (2) core curriculum with content area skills development, and (3) content area skills instruction in the reading class. The "Survey of Study Habits and Attitudes" and alternate forms of the "Stanford Achievement Test" were administered a pre- and post-test to measure attitudes and achievement among the four groups. Analysis of covariance was used to measure post-test differences between treatment groups and analysis of variance was used to measure pre- and post-test differences within treatment groups. No statistically significant differences occurred between groups. The group being taught by the second method realized growth in Work Methods (.05). The majority of students being taught by the second and third methods showed limited acquisition of basic reading and writing skills. It was recommended that study skills be taught in conjunction with the content in the subject area classrooms. (Author/DD)

ED 070 054 CS 000 252

McCoy, Edwardine Cordell

A Field Study of a Rural Ungraded Primary School with a Statistical Analysis of Reading Achievement and Personality Adjustment.

Pub Date 72

Note—194p.; Ed.D. Dissertation, East Texas State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-24,275, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Class Organization, \*Field Studies, Inservice Education, Negro Students, Parent Teacher Cooperation, Personality Development, \*Primary Grades, \*Reading Achievement, Reading Readiness, \*Rural Schools, Sex Differences, Social Adjustment, \*Ungraded Schools

The purpose of this field study was to develop a rural ungraded primary school with an accompanying design and appropriate materials for use by educators interested in this innovation. Pretests and posttests measured the effects of ungradedness on the reading achievement and personality development of the 177 students. Implemented by a \$50,000 Federal grant, the school was initiated with the involvement of the staff, Board of Education, parents, and news media. Its development emphasized class organization, reporting to parents, experimental enrichment for students, and inservice training for teachers. Findings of the "Metropolitan Readiness Test," the "Spache Diagnostic Reading Scales," and the "California Test of Personality" revealed a statistically significant difference in the reading achievement of students on each level of the school and a statistically significant difference in the reading achievement of the female and male subgroups. No significant difference in personality development was found; nor was there a significant difference in the reading achievement of the black subgroup. It was concluded that the ungraded primary school appeared to have its most notable success in the areas of reading readiness and achievement. (Author/DD)

ED 070 055 CS 000 255

Richards, Lucille Washington

A Study of the Effect of Systematic Practice of Standard English Sentence Patterns on Reading Achievement, Attitudes Toward Reading and Oral Responses of Fifth Graders.

Pub Date 72

Note—196p.; Ed.D. Dissertation, Temple University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-27,208, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Grade 5, Inner City, \*Language Skills, \*Pattern Drills (Language), \*Reading Achievement, \*Reading Comprehension, Reading Tests, Standard Spoken Usage, Student Attitudes, Teaching Methods

To assess the effect of pattern practice (a method commonly associated with foreign language teaching) on reading achievement, at-

titudes toward reading, and oral language responses, fifth graders from a Philadelphia elementary school were divided into two groups, one of which received pattern practice through a series of forty lessons. It was believed that reading comprehension and attitudes toward reading would improve as skill increased and that oral command of standard English would be strengthened through this systematic structured experience. Tests used for collecting the data included the Iowa Tests of Basic Skills, the Stanford Diagnostic Reading Test, an Informal Reading Inventory, a Picture Test, and the Northeastern Reading Attitude Scale. Findings and conclusions indicated that pattern practice did not significantly affect scores in reading achievement and oral language response since both groups tended to show approximately the same gain in these respects; however, the experimental group excelled on the attitude scale. (Author/HS)

ED 070 056 CS 000 260

Missouri Elementary Education: An Assessment of Fourth and Sixth Grade Basic Skills—1971.

CTB/McGraw Hill, Monterey, Calif.; Missouri State Dept. of Education, Jefferson City.

Pub Date Sep 71

Note—146p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Academic Achievement, Basic Skills, \*Elementary Education, \*Elementary School Students, \*Grade 4, \*Grade 6, Language, Mathematics, National Norms, Reading, Study Skills

This report presents an analysis of data obtained from the Missouri Education Assessment project conducted during the school year 1970-71. It was found that elementary education in Missouri compares very favorably with the national norm. Grades four and six were selected to represent elementary education. Schools were randomly selected within the parameters of district classification and relative size of the district. Assessment data were based on The Comprehensive Tests of Basic Skills and the Short Form Test of Academic Achievement. Four curricular areas were investigated: reading, language, mathematics, and study skills. Data analysis was conducted from within three contexts: (1) achievement of Missouri elementary students relative to established norms; (2) obtained student achievement relative to anticipated achievement; and (3) the relationships between achievement and selected variables such as test scores and educational and demographic characteristics related to the sample schools and districts. Results of the study are analyzed and presented in tables and graphs, and possible problem areas are identified. (Author/DI)

ED 070 057 CS 000 261

An Informal Reading Inventory for Use by Teachers of Adult Basic Education.

New Hampshire State Dept. of Education, Concord. Office of Adult Basic Education.

Pub Date [72]

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Adult Basic Education, \*Adult Education, Adult Education Programs, Adult Literacy, \*Informal Reading Inventory, Listening Comprehension, \*Literacy Education, Oral Reading, Reading Comprehension, \*Reading Level, Reading Skills, Reading Tests, Word Recognition

This specially developed Informal Reading Inventory for adults is an individually administered test to be used to measure reading performance from level one through level six. The test is designed to indicate the instructional readability level for teaching purposes. The level derived will correspond closely with a comparable level in a graded reader. Similar inventories may be made by the teacher by selecting graded materials from well-controlled adult literacy training books or pamphlets. The results of such inventories will indicate specific materials in which the student has demonstrated his competence. The parts of the informal inventory are: (1) word recognition and analysis; (2) oral reading to check comprehension, reading errors, vocabulary in context, and speed; (3) listening ability (present potential level); and (4) letter and blend recognition to check the students' visual and auditory perception and discrimination. (Author/DL)

ED 070 058

Braun, Carl, Ed.

Language, Reading, and the Communication Process.

International Reading Association, Newark, Del.

Pub Date 71

Note—178p.

Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 (\$4.50 non-member, \$3.50 member)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Beginning Reading, \*Bilingualism, Child Language, Conference Reports, Language Arts, \*Language Development, Linguistic Performance, Negro Dialects, \*Nonstandard Dialects, Oral Communication, \*Psycholinguistics, \*Reading Instruction, Reading Research, Syntax

Among the papers presented at the 15th Annual Convention of the International Reading Association were the 16 included in this volume. The papers, all dealing with relationships between language and linguistics and reading, reflect both a wide range of opinion on the subject and considerable variety of focus. The six research reports are all concerned with reading achievement, but under varying conditions. Among these are a study of variations in oral reading styles of fourth-grade nonstandard English speakers, and another of variations in reading achievement among subjects at nine grade levels. Theoretical discussions of language development as related to reading comprise the remaining papers. These include reviews of pertinent research and present ideas based on this research. Among the factors discussed are the development of language concepts, influences of sex on language development, and means of relating instruction to children's language abilities. Tables and references follow individual papers. (This document previously announced as ED 049 898.) (MS)

ED 070 059 24 CS 000 270

Farley, Frank H. Eischens, Roger R.

Children's Processing of Prose: The Effects of Question Arousal, Text Complexity, and Learner Strata on Short- and Long-Term Retention.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—WRDCL-TR-201

Bureau No.—BR-5-0216

Pub Date Dec 71

Contract—OEC-5-10-154

Note—17p.; Report from the Project on Motivation and Individual Differences in Learning and Retention

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Cognitive Processes, Elementary Education, \*Reading, Reading Comprehension, Reading Level, \*Reading Research, \*Reading Tests, Retention, \*Retention Studies

Evidence has accumulated indicating that high arousal or activation facilitates long-term retention (LTR) but depresses short-term retention (STR) relative to low activation in list learning. The present study extended this research to the learning and retention of text by children. It specifically investigated the effects of questions inserted into prose material on STR and LTR. Two hundred and ninety third to sixth grade students read two passages. Subjects were randomly assigned to conditions and answered questions inserted in both, either, or neither passage. Grades five through six read more complex versions of the passages. Subjects completed a 25-item multiple-choice retention test immediately (STR) and one week later (LTR). An ANOVA and post-hoc pair-wise comparisons revealed the group answering questions in both passages scored significantly higher on both STR and LTR than controls, indicating a facilitative effect of adjunct questions. A text complexity and learner strata interaction was suggested. The complexity of such activation research with text was discussed in terms of the conditions of testing and the nature of questions. (Author)

ED 070 060 24 CS 000 271

Berkowitz, Gloria D. Farley, Frank H.

Reading Readiness and Early Linguistic Skills as a Function of Individual Differences in the Orienting Response. Working Paper No. 94.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

## 22 Document Resumes

Spans Agency—Office of Education (DHEW),  
Washington, D.C. Bureau of Research.  
Bureau No—BR-5-0216  
Pub Date Dec 71

Contract—OEC-5-10-154

Note—74p.; Report from the Project on Motivation and Individual Differences in Learning and Retention

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Beginning Reading, \*Kindergarten Children, \*Linguistics, Prereading Experience, Reading, Reading Instruction, \*Reading Readiness, \*Reading Research, Reading Skills, \*Sex Differences

The research paradigm of Farley and Manske on individual differences in the orienting response (OR) defined by heart rate (HR) deceleration was extended to performance in reading readiness tasks. The OR was measured in 114 kindergartners. Fifteen trials of pure tone stimulation (1000 cps, 61 db) followed by a 16th trial at 2000 cps and a light-off stimulus were presented. The ORs to the initial, 16th and light-off trials were used in the analysis. A baseline-free measure of HR deceleration was employed. Reading-related tasks were the Metropolitan Readiness Tests and the de Hirsch battery. Principal components solution and normal varimax rotation indicated some contribution of the OR to the reading related tasks, though this was markedly moderated by sex. (Author)

ED 070 061 24 CS 000 272

Venezky, Richard L. Chapman, Robin S.

An Instructional Program in Prereading Skills: Needs and Specifications. Working Paper No. 78.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No—BR-5-0216

Pub Date Sep 70

Contract—OEC-5-10-154

Note—62p.; Report from the Basic Prereading Skills: Identification and Improvement Element of the Project on Reading and Related Language Arts

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Basic Reading, Beginning Reading, Individualized Reading, \*Kindergarten Children, \*Prereading Experience, \*Reading, Reading Instruction, Reading Readiness, \*Reading Skills, Word Recognition

This working paper presents the background, justification, and development plan for a kindergarten program to identify and correct deficits in prereading skills. The program provides for individual differences in: (a) patterns of skill deficits, (b) rates of learning, and (c) degrees of assistance required. It is intended for optimal use in the multiunit elementary school organization, permitting the planning of individually guided instruction with flexible groupings of staff and students; it is adaptable, however, to a variety of other school organizations. A three-year research and development plan incorporating pilot and small-scale field testing is proposed. At the end of that period, a full-year program would be ready for large-scale field testing. (Author)

ED 070 062 24 CS 000 273

Peters, Nathaniel Ashby

Application of Jensen's Bidimensional Model of Learning to the Reading Process.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Report No—WRDCCL-TR-217

Bureau No—BR-5-0216

Pub Date Mar 72

Contract—OEC-5-10-154

Note—65p.; Report from the Project on Individually Guided Instruction in Elementary Reading in Program 2

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Associative Learning, Beginning Reading, \*Concept Formation, \*Elementary Grades, Grade 2, Grade 4, Grade 6, Learning, \*Reading, Reading Ability, \*Reading Processes, Sex Differences

Identifiers—Jensen's Bidimensional Model

Both associative and conceptual learning are presumed to be of importance in reading at all developmental levels. However, it is hypothesized in the present study that there is a stronger relationship between beginning reading and associa-

tive learning than between beginning reading and conceptual learning. Conversely, it is hypothesized that there is a stronger relationship between later reading and conceptual learning than between later reading and associative learning. A total of 108 subjects from Grades 2, 4, and 6 were used in the study. An equal representation of good, average, and poor readers at each grade level and for both sexes was obtained. The essential findings of the study were that there is no significant difference between the performances of good, average, and poor readers on (1) an associative learning task at the first grade level; (2) an associative conceptual learning task at the fourth grade level; nor (3) a learning task at the sixth grade level. Finally, there is no significant difference between the performance of boys and girls on associative and conceptual learning tasks. (Author/JH)

ED 070 063 24 CS 000 274

Alexander, Ella M.

Task and Intra-Task Differences in Vocabulary Performance.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Report No—WRDCCL-TR-186

Bureau No—BR-5-0216

Pub Date Dec 71

Contract—OEC-5-10-154

Note—83p.; Report from the Project on Reading and Related Language Arts Basic Prereading Skills: Identification and Improvement

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Language Arts, \*Learning, Paired Associate Learning, \*Reading, Semantics, \*Testing, Verbal Ability, \*Vocabulary, Vocabulary Skills

Two vocabulary tasks—one production and one recognition—were compared with the expectation that the recognition task would yield better performance than the production task. The pairs of pictures used in the recognition task were divided into eight groups defined on target and distractor frequency and same-different conceptual category membership with the exception that these groups would differ in relative error rate. Not only was the task difference confirmed, but evidence of considerable variability between test items was found, with a particularly significant effect involving category relationship. (Author)

ED 070 064 24 CS 000 275

Barganz, Robert A.

The Morphophonemic Performance of Good and Poor Readers.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Report No—WRDCCL-TR-182

Bureau No—BR-5-0216

Pub Date Nov 71

Contract—OEC-5-10-154

Note—154p.; Report from the Project in Elementary Reading

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Grade 5, Morphophonemics, Oral Reading, \*Orthographic Symbols, \*Reading, \*Reading Ability, \*Reading Research, Reading Skills, Silent Reading

The purpose of this study was to investigate the ability of good and poor readers in grade five to recognize the form of derived words where morphophonemic alternation occurs but orthographic consistency exists. A 2 x 2 x 4 factorial design was used to investigate the effects of reading ability, word reality (real and pseudo), and mode of presentation for stimuli and response items (oral and written). Five subjects were assigned to each of the sixteen cells, with an equal number of males and females represented in the categories of good readers and poor readers. Target words were placed in sentence contexts within the purported vocabulary size of the subjects. Theme forms of the target word were presented orally or visually to fit as slot-fillers in the first sentence which was read aloud. A second sentence was read aloud with a slot indicated for the position of the derived form of the target word. Subjects were asked to select one of four alternatives, depicted orally or visually depending upon cell, to correctly occupy the indicated slot. A pattern was revealed, suggesting that good readers can more ably recog-

nize the underlying forms of words than poor readers. When surface structures are related, these differences between good and poor readers diminish. (Author/WR)

ED 070 065 24 CS 000 276

Ghatala, Elizabeth S. Hurlbut, Nancy L.

Effectiveness of Acoustic and Conceptual Retrieval Cues in Memory for Words at Two Grade Levels. Technical Report No. 220.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Report No—WRDCCL-TR-220

Bureau No—BR-5-0216

Pub Date Mar 72

Contract—OEC-5-10-154

Note—16p.; A Report from the Program on Variables and Processes of Learning and Instruction

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Associative Learning, \*Cognitive Processes, \*Cues, Grade 2, Grade 6, \*Learning Processes, Memory, Mnemonics, Reading, \*Reading Research, \*Recall (Psychological), Retention

The effectiveness of two types of retrieval cues was assessed with second- and sixth-grade children. After a single presentation of a list of words, the children first recalled as many of the words as they could. Following free recall, children in each grade were given either conceptual (category names for words on the input lists) or acoustic (words which rhymed with words on the list) retrieval cues for the words missed in free recall. For all students conceptual cues were more effective than acoustic cues. For sixth-grade students both types of cues were more effective than could be expected on the basis of guessing. Second graders performed less well than sixth graders with both types of cues. While conceptual cues produced above-chance performance at the second-grade level, acoustic cues did not. Results are discussed in terms of developmental changes in memory attributes. (Author)

ED 070 066 24 CS 000 277

Venezky, Richard L.

The Letter-Sound Generalization of First, Second, and Third Grade Finnish Children.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Report No—WURDCCL-TR-219

Bureau No—BR-5-0216

Pub Date Mar 72

Contract—OEC-5-10-154

Note—15p.; Report from the Basic Prereading Skills Component of Program 2, Development of Instructional Programs

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Grade 1, Grade 2, Grade 3, \*Reading Ability, Sex Differences, \*Socioeconomic Status, Spelling

Identifiers—Finland, \*Phoneme Grapheme Correspondence

To find how well children learn letter-sound correspondences when an orthography is highly regular, and how this ability relates to socioeconomic status (SES) and to reading ability, 240 Finnish children were tested for letter-sound generalizations. The test consisted of 25 synthetic words, constructed to look like Finnish words and to contain the full range of correspondences which occur in Finnish orthography. Children from Grades 1 through 3, stratified by sex and by SES, were tested individually on the word list, with the pronunciation of each word being scored either right or wrong. An analysis of variance on the raw scores showed a significant grade effect at the .01 level, but no SES or sex effect. Mean correct, however, was almost 80% in Grade 1, indicating a surprisingly high level of letter-sound mastery. But the correlations of letter-sound ability with reading ability were only moderately high, ranging from .528 (Grade 2) to .487 (Grade 3). This result indicates that the ability to generalize letter-sound correspondences does not guarantee high ability in reading. (Author)

ED 070 067 24 CS 000 278

Wilder, Larry

Analysis Training: Failure to Replicate Elkonin.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.



Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—WRDCCL-TR-202

Bureau No.—BR-5-0216

Pub Date Jan 72

Contract—OEC-5-10-154

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Beginning Reading, \*Behavior Change, \*Kindergarten Children, Reading Instruction, Reading Research, \*Reading Skills Identifiers—Elkonin (DB), \*Phoneme Grapheme Correspondence

This experiment was an attempt to replicate a sound discrimination training procedure reported by Elkonin (1963). Eight kindergarten subjects were given a training list composed of five words made up of nine sounds. Experimental subjects learned to discriminate the sounds making up the words with aid of pictures representing the words as well as tokens to represent the sounds. Control subjects did not receive picture and token training. There were no significant differences between the experimental and control subjects on training or transfer lists. This failure to replicate was discussed in terms of age of subjects, possible differences between American and Soviet children, and time spent during training. It was suggested that future research should focus on younger children. (Author)

ED 070 068 24 CS 000 279

Askov, Eunice N.  
Assessment of Attitudes Toward Reading in Primary Pupils. Technical Report No. 206.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0216

Pub Date Jan 72

Contract—OEC-5-10-154

Note—27p.; Report on the Wisconsin Design for Reading Skill Development Project

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Educational Testing, Instructional Program Divisions, \*Primary Education, Reading Achievement, \*Reading Interests, Reading Skills, Sex Differences, \*Student Attitudes, Tests

The rationale for the development of the Primary Pupil Reading Attitude Inventory is presented. The process of developing, using, and subsequently revising the instrument is described. Findings from additional studies are then presented to provide further information about subtest and item characteristics of the instrument. Appendices contain pictures used in the revised version and directions for administration of the inventory. (Author/DI)

ED 070 069 24 CS 000 280

Venezky, Richard And Others

Studies of Prereading Skills in Israel.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—WRDCCL-TR-227

Bureau No.—BR-5-0216

Pub Date Jun 72

Contract—OEC-5-10-154

Note—41p.; Report from the Basic Prereading Skills Component of Program 2: Development of Instructional Programs

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Beginning Reading, Grade 1, Kindergarten Children, Memory, \*Paired Associate Learning, Reading Ability, \*Reading Diagnosis, Reading Instruction, \*Reading Readiness Tests, Reading Research, \*Teaching Methods Identifiers—\*Israel

As a cooperative project of Tel Aviv University, the University of Wisconsin, and Stanford University, four separate studies on reading were conducted in the 1970-71 school year with kindergarten and first grade Israeli students. The first study was the development of a prereading skills test consisting of picture vocabulary, word memory span, letter and letter-string matching, alphabet recognition and production, and rhyming subtests. The second study was a test of different instructional procedures for teaching picture-sound associations using Hebrew speech sounds as responses, and the third and fourth studies explored sound matching and syllable blending. Full reports of the procedures, materials, and

results of each study are given, as well as implications for further studies in Israel and the United States. (TO)

ED 070 070 24 CS 000 281

Venezky, Richard L. Johnson, Dale

The Development of Two Letter-Sound Patterns in Grades 1-3.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—WRDCCL-TR-189

Bureau No.—BR-5-0216

Pub Date Jan 72

Contract—OEC-5-10-154

Note—14p.; Report from the Project on Basic Prereading Skills

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Diagnostic Tests, \*Grade 1, \*Grade 2, \*Grade 3, \*Phonics, Pronunciation, Reading Comprehension, Word Study Skills Identifiers—\*Phoneme Grapheme Correspondence

Tests for four letter-sound generalizations—"c" pronounced as [k] or [s] and "a" pronounced as [ae] or [e]—were given to 73 first, second, and third grade children at six-week intervals during a single school year. Each test included five synthetic words (e.g., cipe, acim, bice, cib, oect) for each generalization. Children responded individually to the test items by attempting to pronounce each one aloud. The long and short pronunciations of "a" ([e] and [ae]) and the [k] pronunciation of "c" were learned to a high degree of accuracy. They showed no significant differences across grade levels, but did differ significantly across ability groups. For "c," pronounced as [s], however, learning was extremely low at all grade levels and reached only 45% correct by the end of grade 3. Initial "c" as [s] was learned more slowly than medial "c" as [s], indicating an interaction between letter pattern and word position. The failure to acquire the "c" pronounced as [s] pattern, especially in word-initial position, appears to result primarily from the failure of most beginning reading texts to include a sufficient sampling of words which begin with "c" before "e," "i," or "y." (Author/HS)

ED 070 071 24 CS 000 282

Stewart, Deborah And Others

Individual Conferences to Promote Independent Reading: A Report on the Field Test.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—WRDCCL-TR-185

Bureau No.—BR-5-0216

Pub Date Nov 71

Contract—OEC-5-10-154

Note—92p.; Report from the Program 2 Component, A System of Individually Guided Motivation

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Changing Attitudes, \*Elementary Grades, \*Independent Reading, Individual Instruction, Inservice Programs, \*Motivation Techniques, Reading, Reading Improvement, \*Reading Materials, \*Reading Skills, Urban Education

Individual Conferences to Promote Independent Reading is one of four classroom activities in the system of Individually Guided Motivation. A package of teacher-education materials designed to allow schools to implement the program of individual conferences was evaluated in six different school settings. Objectives were identified for both the conference leaders (direct target group) and the pupils participating in conferences (indirect target group). The conference leaders, after using film, handbook, and user's manual included in the package, were assessed both by a paper-and-pencil test and by observation during the conferences. In all but one school, conference leaders were considered to have achieved an adequate level of knowledge and skill in conducting conferences. Conference leaders' responses to a questionnaire and their extension of the conference technique to other subject-matter areas indicated that they perceived the program as usable and effective. Students in Grades 2-6 participated in the conferences. Significant gains in number of books read during an eight-week period were observed at all grades. A

positive change in attitude toward reading was observed at all grades, with a significant change in Grades 4-6. Children participating in the conferences showed significant gains in reading skills. (Author)

ED 070 072 24 CS 000 289

Otto, Wayne And Others

Wisconsin Design for Reading Skill Development: Rationale and Objectives for the Study Skills Element. Working Paper No. 84.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—WRDCCL-WP-84

Bureau No.—BR-5-0216

Pub Date Feb 72

Contract—OEC-5-10-154

Note—106p.; Report on the Wisconsin Design for Reading Skill Development, from the Reading and Related Language Arts Project

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Behavioral Objectives, Elementary Grades, Integrated Curriculum, \*Language Arts, Map Skills, \*Reading, Reading Materials, \*Reading Skills, Social Studies, \*Study Skills Essential skills and objectives for the Study Skills element of the "Wisconsin Design for Reading Skill Development" are presented. Three major subareas—maps, graphs, and reference—and several substrands for each are identified. Sources consulted and a rationale for choosing specific skills are given. (Author)

ED 070 073 CS 000 295

Hawkins, Thom

Benjamin: Reading and Beyond.

Pub Date 72

Note—140p.

Available from—Charles E. Merrill Publishing Co., A Bell & Howell Co., 1300 Alum Creek Drive, Columbus, Ohio 43216 (\$2.25 paper)

Document Not Available from EDRS.

Descriptors—Behavior Change, Behavior Patterns, Literacy, \*Reading, \*Reading Failure, \*Reading Instruction, \*Reading Skills, \*Remedial Reading

This book is a journal of lessons that were compiled as the author tutored a nineteen year old with severe reading problems. The interaction of tutor and tutee includes not only the pedagogical aspects of their relationship, but also the friendship that developed. (WR)

ED 070 074 CS 000 298

Staiger, Ralph C., Ed. Andresen, Oliver, Ed.

Reading: A Human Right and A Human Problem. International Reading Association, Newark, Del.

Pub Date 69

Note—186p.; Proceedings of the Second World Congress on Reading, Copenhagen, Denmark, August 1-3, 1968

Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 (\$3.85 non-member, \$3.50 member)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Beginning Reading, \*Conferences, Dyslexia, \*International Education, International Organizations, \*Literacy, Reading Comprehension, Reading Difficulty, \*Reading Instruction, Reading Materials, Reading Programs, Teacher Education

A selection of papers presented at the Second World Congress on Reading held in Copenhagen in August, 1968, reflects the views of educators from 25 countries on facets of reading instruction. Central to the Congress was its stress on education as a human right. The raising of literacy goals and the roles played by various agencies in accomplishing this are themes which appear throughout the speeches. Topics discussed in papers in the collection include beginning reading, reading comprehension, preparation of teaching materials, descriptions of programs, teacher education, and reading problems. (This document previously announced as ED 045 306.) (MS)

ED 070 075 CS 200 243

Ward, Bill G.

The Student Journalist and Depth Reporting: Reporting Issues and Problems in the News.

Pub Date 72

Note—177p.

Available from—Richards Rosen Press, Inc., 29 East 21st Street, New York, N.Y. 10010 (\$3.99)

**Document Not Available from EDRS.**

Descriptors—Composition (Literary), Expository Writing, \*Journalism, Mass Media, \*Newspapers, \*Publications, \*School Newspapers, \*Secondary Education, Writing

This book, which is primarily addressed to the high school journalism student and teacher, discusses what depth reporting is and how it is done. Depth reporting is understood to be a relating of the facts so that the reader can fully understand them. It includes such activities as observing, supplying background information, humanizing the news, investigating a situation, explaining the meaning of the facts, orienting the reader, and analyzing or discovering general principles. The author discusses why such reporting is necessary; some of the subjects and topics for in-depth reporting; how to do the necessary research; the style of writing best suited to depth reporting; how to edit and produce the story; how to display the story; the analysis, background, interpretive, and follow-up kinds of depth reporting; and how such reporting can help to accomplish social and political change. (Author/DI)

ED 070 076

CS 200 244

McGiffert, Robert C.

**The Art of Editing the News.**

Pub Date 72

Note—267p.

Available from—Chilton Book Co., 401 Walnut Street, Philadelphia, Pa. 19106 (\$8.95)

**Document Not Available from EDRS.**

Descriptors—College Programs, \*Editorials, Expository Writing, \*Journalism, Mass Media, \*Newspapers, Photocomposition, Printing, \*Publications, School Newspapers, \*Writing

Identifiers—\*Editing Procedures

This textbook provides the journalism student with a practical demonstration of copyreading. Reporters' copy is shown first untouched and then as it undergoes improvements in clarity, effectiveness, and news style. Using many examples of copy from student newspapers and stories written by students for reporting and editing courses, as well as copy from commercial newspapers, the author discusses the editor's work and what his qualifications must be. The author then discusses some of the editor's intellectual and moral concerns—libel, ethics and fairness, editorializing, and editing the editorial. The student is also told how to deal with leads, story organization, content, backgrounding, quotations, attribution, clarity of language, cutlines, headlines, and cutting for space. The last chapter speculates on the future of such technological advances as photocomposition and computer applications to editorial work and their effects on the operations of the copy desk. (Author/DI)

ED 070 077

CS 200 245

Tyrrell, Robert

**The Work of the Television Journalist.**

Pub Date 72

Note—180p.

Available from—Hastings House, Publishers, Inc., 10 East 40th Street, New York, N.Y. 10016 (\$11.50)

**Document Not Available from EDRS.**

Descriptors—Broadcast Television, Commercial Television, \*Journalism, Language Arts, \*Mass Media, \*News Media, \*Television, \*Television Research, Writing

This book describes the various functions of the television journalist—in the United States and Great Britain—and supplies knowledge enabling members of a television team to work successfully as a unit. Separate chapters are devoted to discussions of (1) the world of television journalism, (2) writing for television, (3) the role of the producer, (4) the director as a movie maker, (5) the craft of the film editor, (6) the film cameraman, (7) directing for television, (8) new skills for the reporter, (9) the art of interviewing, (10) the presenter and newscaster, and (11) basic principles of television. A glossary of television terminology is included. (Author/DI)

ED 070 078

CS 200 246

Armstrong, Ann H.

**Speech Therapy and the Culturally Different Student.**

Pub Date Sep 72

Note—15p.; Portions of this paper were presented at the Annual Convention of the American Psychological Assn. (80th, Honolulu, September 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Conceptual Schemes, Cultural Awareness, Cultural Differences, Linguistic Theory, \*Nonstandard Dialects, \*Speech Pathology, \*Speech Therapy

Educators and psychologists whose concern is to understand why a student does not succeed in school have held the view that speakers of non-standard English are either nonverbal and, if verbal, highly ungrammatical, or so verbally destitute as to impair intellectual functioning. Linguists, on the other hand, view the language of subculture groups as fully developed, highly structured, rule governed systems which are simply different from standard English. Given this latter view, the resulting conceptual model for the speech therapist should include an ability to diagnose the speech characteristics of culturally different students, an understanding of their cultural backgrounds, and instructional procedures which make maximal use of the student's first language. This latter view also holds significant implications for the field of speech pathology: (1) it would seem more logical to change the professional title "speech therapist" to "speech specialist" in order to de-emphasize the remediation bias the title now carries; (2) work needs to be relevant to the language of the community being served; (3) new approaches are needed for the training of students in speech pathology; and (4) a vigorous program of recruitment of people from culturally different backgrounds needs to be established. (HS)

ED 070 079

CS 200 247

Gantt, Walter N. Wilson, Robert M.

**Syntactical Speech Patterns of Black Children from a Depressed Urban Area: Educators Look at Linguistic Findings.**

Pub Date 29 Nov 72

Note—27p.; Unpublished research study

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Elementary Grades, Language Patterns, Linguistic Performance, \*Negro Dialects, \*Nonstandard Dialects, \*Oral Expression, Sentence Structure, \*Standard Spoken Usage, Urban Studies

Identifiers—Baratz (Joan)

The syntactical speech characteristics of black children living in depressed areas of an Eastern city were compared with the eight identified by Baratz, i.e., absence of "s" in the third person singular, zero copula, double negation and "ain't," zero past marker, zero possessive marker, zero plural marker, the substitution of "did" or "can" for the "if" expression of option or condition, and the use of "be" in a temporal sense. Oral language samples were obtained during individual interviews from three groups of children: intermediate low achievers, intermediate average achievers, and kindergartners. The children were asked to tell a story about a picture which showed a boy and girl in an urban neighborhood staring at several bags of groceries lying scattered in the street. Tape recordings were made and analyzed with the results supporting the following conclusions: (1) more standard than divergent syntax was produced; (2) intermediate average achievers produced a greater amount of standard usage; (3) all of the characteristics identified by Baratz were produced; (4) a number of individuals with the low and average achieving groups used all standard speech, with no individuals using all divergent speech; and (5) the trend was toward mixed and standard usage. (HS)

ED 070 080

CS 200 248

Silver, Roger H.

**The Absurd in Wallace Stevens' Poetry: A Method of Explicating Modern Poetry.**

Pub Date Jul 72

Note—99p.; Ph.D. Dissertation, Walden University

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Ambiguity, \*American Literature, \*Existentialism, Literary Analysis, \*Literary Criticism, \*Poetry, Symbols (Literary), \*Thematic Approach, Twentieth Century Literature

This study discusses the dualistic view of reality in Wallace Stevens' poetry. The author argues that reality for Stevens is divided between the physical world of objects and the spiritual world which is known through the imagination. External reality is illusive because man's perceptual senses are limited; man therefore has to depend on his imagination to interpret physical reality. Using an existentialist point of view, the author interprets

Stevens' attempt to confront and find meaning in the absurdity of human existence. Rather than becoming cynical or even nihilistic, Stevens believes that illusion should be celebrated, not lamented, because it is a means of creating beauty. This optimism makes his achievement unique in the literature of the absurd. The author suggests that his study proposes to be instructive—both as a guide to interpreting Stevens' poetry and for the suggestions it may offer for further study of similar attitudes in other modern American poets. A bibliography is included. (Author/DI)

ED 070 081

CS 200 250

Robinson, Virginia Hope

**Comparison of Standard English Patterns Produced by Head Start Participants and Comparable Children with No Head Start Experience.**

Pub Date 72

Note—168p.; Ed.D. Dissertation, Arizona State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-23, 178, MF \$4.00, Xerography \$10.00)

**Document Not Available from EDRS.**

Descriptors—\*Early Experience, Ethnic Groups, Females, Males, \*Mexican Americans, \*Negro Students, \*Nonstandard Dialects, Pronouns, Sex Differences, \*Standard Spoken Usage, Verbs

Identifiers—\*Project Head Start

This study compared the use of oral language of children who had participated in a Head Start program with that of children with no preschool experience. Of the 43 children enrolled in Project Uplift, 25 were Afro-American, one was Anglo-American, and seventeen were Mexican-American. It was found that Head Start participation for the groups studied did not seem to affect significantly the ability to imitate standard English patterns or to increase use of standard forms of pronouns and auxiliary verbs in the production of language. This study showed that Mexican-American subjects employed a higher proportion of standard forms of auxiliary verbs than did Afro-Americans. Further, of all sub-groups, Afro-American boys with two years of participation in this Head Start program seemed most likely to have been affected by the experience. Two-year Afro-American subjects used fewer nonstandard responses in the imitation task and employed a larger proportion of auxiliary verbs in the oral language tasks than did subjects with no Head Start experience. (Author/DI)

ED 070 082

CS 200 251

Green, Jerome, Ed.

**Prescriptions/Strategies for Teaching/Learning English.**

New York State English Council.

Pub Date 72

Note—54p.

Journal Cit—English Record; v22 n4 p4-53 Summer 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Affective Objectives, Behavioral Objectives, \*Cognitive Objectives, Communication Skills, Creative Writing, Dramatics, Elementary Education, \*English, \*Language Arts, \*Reading, Secondary Education, Teaching

This special issue of "The English Record" contains 12 articles about the teaching and learning of English at the primary and secondary school levels. The issue includes: "Reading Education in New York State" by E. B. Nyquist; "Writing and Imaginative Writing" by D. J. Casey; "Creativity Theory and Language Arts" by R. P. Smith; "Communication: A Two-Way Street" by R. Dykstra; "Let 'Em Talk" by R. L. Knudson; "Creative Dramatics: Field of the Future" by S. Schwartz; "Research and the Teaching of English" by R. L. Cayer; "Asking the First Two Questions" by C. R. Cooper; "Sequencing in English K-12: A Model" by D. R. Wood; "Making Sense of Behavioral Objectives and Accountability" by F. J. Tuter; "The Teacher in a Changing Society: Will the Leopard Change Its Spots?" by A. R. Mangione; and "Books of Yesterday" by E. Bennett. (Author/DI)

ED 070 083

CS 200 252

Parks, Tom

**Communication Skills: Reading-English, Levels 3 and 4.**

South Carolina State Dept. of Education, Columbia.



Pub Date Jun 72

Note—252p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—\*Academic Performance, \*Curriculum Guides, English, \*English Programs, \*Language Arts, Listening, Perceptual Development, Reading, \*Senior High Schools, Speaking, Student Motivation, Thought Processes, Writing

This curriculum guide for a high school junior- and senior-level English program identifies twenty-two characteristics of a successful graduate. These characteristics are regarded as goals to be met through the completion of units on four communicative processes: (1) reading, (2) writing, (3) speaking and listening, and (4) thinking and perceiving. The guide explains precisely the student abilities, values, and understandings to be developed in each unit; shows how each lesson may be introduced to the student; lists many classroom ideas, activities, lesson plans, and suggestions for teaching each unit; and suggests sample tests and additional materials when applicable. Additional text materials recommended as supplements to this basic guide are listed in the back with publishers, addresses, and current prices. (Author/DI)

ED 070 084

CS 200 253

Hoetker, James

Students as Audiences: An Experimental Study of the Relationships between Classroom Study of Drama and Attendance at the Theatre. Research Report No. 11.

Central Midwestern Regional Educational Lab., St. Ann, Mo.; National Council of Teachers of English, Champaign, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-6-2875

Pub Date 71

Contract—OEC-3-7-062875-3056

Note—143p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 16057, \$2.75 non-member, \$2.50 member)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Content Analysis, \*Drama, Dramatics, Educational Objectives, Educational Research, \*English Instruction, Literary Analysis, Literary Conventions, Literary Discrimination, \*Literature Appreciation, Research Criteria, \*Research Design, Research Methodology, Secondary Education, Teacher Attitudes, \*Teaching Methods

This study is a revision of a previous study, sponsored by CEMREL, Inc. (see ED 041 903), whose principal purpose was to investigate methods of teaching dramatic literature; additional information was obtained on the practical problems involved in educational research and the utilization of some basic aspects of multivariate fractional factorial design. Disagreement between English teachers and professional theatre personnel about the best methods of preparing students to attend dramatic productions led to a 6-month study that involved 52 teachers and more than 1,300 students. Study materials were supplied to students in conjunction with their classroom discussions and the viewing of two plays. Independent variables considered for each play were (1) intensity of study of the background, (2) intensity of study of the text, (3) timing of the classroom treatment, (4) content of the classroom treatment. Fifteen dependent variables were used. Generally, the relatively few significant effects confirmed the supposition that English teachers preferred arrangements yielding the highest scores on the cognitive tasks; and the actors preferred arrangements maximizing scores in appreciation and affective response. Extensive discussion is presented on the research design, and appendices include sample tests and tables of results. (Author/DI)

ED 070 085

CS 200 254

Parry, Christopher

English Through Drama: A Way of Teaching.

Pub Date 72

Note—229p.

Available from—Cambridge University Press, American Branch, 32 East 57th Street, New York, N.Y. 10022 (\$14.95 cloth, \$6.95 paperback)

Document Not Available from EDRS.

Descriptors—Adolescents, Creative Writing, \*Drama, Dramatics, \*English, \*English Programs, \*Literature, Males, Pantomime, Poetry, Reading, Speech, \*Writing

This book describes drama as a medium for effective English teaching. The author discusses his experiences while attempting to carry on a teaching approach, centered in dramatic activity, which had been developing in the Perse School, in Cambridge, England, for nearly fifty years. Having learned English at the same school and in the same tradition, the author taught English through the classroom, drama workshop, and studio-theatre. He describes a two-year English program for eleven to thirteen-year-olds which could also be applied to other age groups and at other kinds of schools. The discussion of principles and techniques of teaching is illustrated by examples from pupils' written and oral work. All the written work done by a representative child during two years in the school is reproduced in facsimile. The author believes that the most valuable principles of this program are that it teaches drama as the proper medium for English, that literature is basic to the approach, and that the children become responsible for much of what happens in the class, learning to develop "creative discipline." (Author/DI)

ED 070 086

CS 200 255

Graham, John, Ed. Garrett, George, Ed.

Craft So Hard to Learn: Conversations with Poets and Novelists about the Teaching of Writing.

Pub Date Dec 72

Note—93p.; Collection of Interviews from the Hollins Conference in Creative Writing and Cinema, June 15-27, 1970

Available from—William Morrow & Co., Inc., 105 Madison Ave., New York, N.Y. 10016 (\$1.45 paper)

Document Not Available from EDRS.

Descriptors—\*College Students, College Teachers, Composition (Literary), \*Creative Writing, Creativity, \*Fiction, Interviews, Poetry, \*Writing, Writing Skills

This collection of interviews on the subjects of teaching and learning writing comes from eleven writers who were also college teachers of writing. The writers were on a staff of poets and novelists at the Hollins Conference in Creative Writing and Cinema, which took place in June 1970. John Graham, a member of the conference staff, taped 110 fifteen-minute conversations with writers, critics, editors, and filmmakers at the conference for his educational radio program, "The Scholar's Bookshelf." From transcriptions of these programs the editor has prepared eleven of these interviews. The writers differ in age, educational background, experience, and goals and methods of teaching. The editor argues that these writer-teachers contribute insights not only to creative writing but to reading and writing in all forms and at all levels. The conversations have been slightly edited to facilitate reading in print. (Author/DI)

ED 070 087

CS 200 256

Carter, Norman

Exemplary Teaching and Programs in Santa Clara Unified School District.

Santa Clara Unified School District, Calif.

Pub Date Mar 72

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bilingual Education, \*Classroom Techniques, Drug Education, English Instruction, Individualized Instruction, \*Instructional Aids, Mathematics Instruction, Reading Instruction, Science Instruction, Social Studies, \*Teaching Methods, \*Teaching Programs, \*Teaching Techniques

Identifiers—Santa Clara Unified School District

Gathered together are descriptions of exemplary teaching programs, systems, techniques, innovations, teaching items, or methods that have been collected from teachers and administrators in the Santa Clara Unified School District. Listed under schools, each description offers different learning conventions that have proved successful or useful. Reading, language arts, math, science, drug education, and social studies are just some of the many areas that are covered in the descriptions. It is hoped that such a collection of shared ideas will encourage teachers to explore new pedagogical concepts, to borrow ideas and adapt them to their particular situation, and to question techniques and patterns that have become habit over a number of years. (HS)

ED 070 088

CS 200 258

Guidelines for the Evaluation and Selection of Textbooks and Other Instructional Materials.

Iowa State Dept. of Public Instruction, Des Moines.

Pub Date 69

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Guidelines, Instructional Materials, \*Media Selection, Supplementary Textbooks, \*Textbook Evaluation, \*Textbook Selection, \*Textbook Standards

The author suggests that quality selection of textbooks at the local level is more likely to occur when: (1) administrators involve teachers, subject-matter specialists, and others in the selection process; (2) these individuals comprise a committee which makes a regular, continuing study of textbooks; (3) they consider using materials recently developed in various project centers; and (4) they base their selection on the school system's course of study, local children's needs and interests, materials currently in use, teachers' academic backgrounds, and community attitudes. Fifteen specific guidelines for the selection of educational textbooks, guidelines for the selection of supplemental materials, and suggestions for the local staff all center on the belief that curriculum development determines textbook selection; textbooks should not determine the curriculum. (DD)

ED 070 089

24

CS 200 259

Nelson, Gordon K.

Concept Formation and the Development of Language. Theoretical Paper No. 37.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0216

Pub Date May 72

Contract—OEC-5-10-154

Note—25p.; Report from the Operations and Processes of Learning Component of Program 1

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Cognitive Processes, \*Concept Formation, Language, Language Development, Linguistic Performance, \*Linguistics, Linguistic Theory, \*Psycholinguistics, \*Semantics

This paper examines possible interchanges between cognitive and language processes with particular attention given to concept formation and semantic language development. Aspects of psychological and contemporary linguistic theories are discussed as a way to interrelate the functions of thought and language. The author concludes that while language is subordinate to fundamental thought processes, language ought not be regarded as a passive instrument operating on behalf of the intellect. Through correct application of linguistic rules, concepts seem to be fully expressed when words are joined in sentences. However, the ability to encode and decode words in sentences depends ultimately on seeing single words as concept labels. Language and concept formation are so interwoven that their precise interrelationships are difficult to define. Because of the similarities between the two, it is proposed that the acquisition and development of word meaning be reformulated in verbal concept learning terms, while the relationship governing words be treated in the framework of language development. (Author/DI)

ED 070 090

CS 200 260

Greenhood, David

The Writer on His Own.

Pub Date 72

Note—205p.

Available from—University of New Mexico Press, Albuquerque, New Mexico 87106 (\$7.00 cloth, \$3.95 paperback)

Document Not Available from EDRS.

Descriptors—Composition Skills (Literary), \*Creative Writing, Creativity, \*Fiction, Figurative Language, Imagination, Language Arts, \*Literature, \*Originality, Poetry, Writing, \*Writing Skills

Addressed more to the working creative writer than to the literary student, this book is intended to be a collection of "hints, tips, provocations, and scoldings—all of it intended as tonic." The author, who writes from personal experience as a creative writer, attempts to share some of his speculative insights about the writing process and the writer's purposes. The book is organized into chapters, but the author states that this arrangement "should be regarded as a tentative accom-

moderation rather than a nicely schemed development." The aim of the book, then, is not to propose a formal aesthetics of creative writing, but to show what it is like to be inside a writer's mind. The author seeks to stimulate writers to do more and better writing and regards himself more as a catalyst than teacher. In fact, he encourages the reader to disagree with him—"If he disagrees with me on any point, I hope that when he refutes it to his satisfaction he will gain some freshened perceptiveness which may not have come to him if we had not differed." (Author/DI)

**ED 070 091** 24 CS 200 261

Hook, J. N. And Others

**Representative Performance Objectives for High School English: A Guide for Teaching, Evaluating, and Curriculum Planning.**

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research. Bureau No.—BR-9-0492

Pub Date 71

Contract—OEC-0-9-230492-4545(010)

Note—230p.

Available from—Ronald Press Company, 79 Madison Avenue, New York, N.Y. 10016 (\$4.50 paper)

**Document Not Available from EDRS.**

Descriptors—\*Academic Standards, Behavioral Objectives, \*English, Language, Listening, Literature, Mass Media, Nonverbal Learning, \*Performance, Performance Criteria, Secondary Education, \*Secondary School Students, Speech

This handbook, which lists and discusses representative performance objectives for secondary school English, is intended for use by high school teachers in planning units and lessons, for consideration by departments revising or rewriting an existing curriculum, and for discussion by preservice teachers in college methods classes and by groups of inservice teachers. The objectives are intended for grades nine through twelve, though some of the simpler ones may be used in grades seven and eight. The objectives were gathered in a two-year project undertaken in 1969-1971 by the University of Illinois at Urbana, Indiana University, and Purdue University under a research grant for the United States Office of Education. The authors define performance objectives as desirable outcomes of educational interaction phrased in terms of what learners should be able to do as a result of the interaction. Separate chapters are devoted to describing performance objectives in the areas of (1) sending and receiving non-verbal messages, (2) speaking and listening, (3) language, (4) reading and responding to literature, (5) writing, and (6) exploring the mass media. (This document is the Appendix to ED 057 028, which was the final report of the project.) (Author/DI)

**ED 070 092** CS 200 262

Marckwardt, Albert H., Ed.

**Literature in Humanities Programs.**

National Council of Teachers of English, Champaign, Ill.

Pub Date 67

Note—68p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 37105, \$1.65 non-member, \$1.50 member)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Classical Literature, Composition (Literary), Cultural Awareness, \*Elementary Grades, \*English Instruction, Fine Arts, History, \*Humanities Instruction, Integrated Curriculum, Intellectual Development, Language, Literature, Program Improvement, \*Secondary Grades

Identifiers—National Council of Teachers of English

The 1966 National Council of Teachers of English Humanities Conference considered the place of the humanities in elementary and secondary education and the possible focus, content, and methods for presenting humanities programs. In this collection of papers given at the conference, leaders in various disciplines suggest the scope and magnitude of human studies by exploring—(1) the problems and possibilities of literature, composition, and language in humanities programs, (2) the difficulties of teaching the classics in translation, (3) the work of the National Endowment for the Humanities and its effect on the classroom, and (4) the need for a special kind of

humanistic education in the elementary grades. Other papers present observations and recommendations to clarify the roles of the elementary, junior high, and senior high schools in creating significant humanities programs. The final paper examines the implications of a humanities conference and the importance of understanding human experience in today's world. (This document previously announced as ED 015 193.) (JB)

**ED 070 093** CS 200 263

O'Donnell, Roy C. And Others

**Syntax of Kindergarten and Elementary School Children: A Transformational Analysis.**

National Council of Teachers of English, Champaign, Ill.

Report No.—NCTE-RR-8

Pub Date 67

Note—123p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 16208, \$2.00 non-member, \$1.80 member)

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Comparative Analysis, Elementary School Students, \*English, \*Evaluation Techniques, Language Ability, Language Development, \*Language Research, Language Usage, \*Linguistic Patterns, Oral Expression, Sex Differences, Skill Analysis, \*Syntax, Transformation Generative Grammar, Written Language

Identifiers—Hunt (Kellogg W.)

This investigation sought to learn about the oral and written language behavior of students from kindergarten age through grade 7, and to determine the validity of different analytic techniques for measuring children's development in control of syntax. Language samples were collected from 180 children (grades K-3, 5, and 7) by having the children view two silently-run cartoons, and then narrate and answer questions about the film in a recorded interview. Third-, fifth-, and seventh-graders were also asked to write the stories and answers. The typescripts of the responses were analyzed using Hunt's T-units. Principal conclusions were: (1) as grade level increased, so did the word length of total responses to a situation; (2) the most frequent significant increments from grade to grade were in the use of particular complex constructions; (3) deletion transformations may indicate students' growth in manipulating syntax better than subordinate clauses; (4) oral expression appeared to progress most rapidly between kindergarten and the end of first grade, and between the ends of the fifth and seventh grades; (5) in the higher grades, written development in control of syntax surpassed spoken development. (This document previously announced as ED 017 508.) (MM)

**ED 070 094** CS 200 264

Stryker, David, Ed.

**Method in the Teaching of English.**

National Council of Teachers of English, Champaign, Ill.

Pub Date 67

Note—82p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 19358, \$1.95 non-member, \$1.75 member)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—College Curriculum, College Supervisors, Cooperating Teachers, Curriculum Evaluation, English Curriculum, \*English Instruction, Inservice Teacher Education, Learning Theories, \*Methods Courses, National Competency Tests, \*Preservice Education, Secondary Grades, Student Teaching, \*Teacher Education Curriculum, Teacher Improvement, \*Teaching Methods

Identifiers—National Council of Teachers of English

Methods for the effective teaching of English are examined in 10 selected papers from the Fifth Conference on English Education held at the University of Georgia in 1967. Five of the papers consider the necessity of college English methods courses and propose revisions in them. The other papers discuss—(1) innovations in clinical experiences for the student teacher, (2) restructuring of the university curricula based on new knowledge and English materials, (3) what literature to teach and why, (4) the rationale of the national testing program and its methods of assessing growth in English, and (5) the use of ex-

amples of effective English teaching to develop a possible canon of concrete practices. (This document previously announced as ED 015 195.) (JB)

**ED 070 095** CS 200 265

Alpren, Patricia Farrell

**An Investigation of Whether Feedback About "Originality" of Story Writing is Associated with Increased Originality in Subsequent Writings of Fifth-Grade Students.**

Pub Date 72

Note—138p.; Ed.D. Dissertation, Temple University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-20,185, MF \$4.00, Xerography \$10.00)

**Document Not Available from EDRS.**

Descriptors—\*Creative Writing, \*Educational Research, Evaluation, \*Grade 5, Language Arts, \*Reading Comprehension, Reading Skills, \*Sex Differences, Writing Skills

The answers to three questions were sought in this study. Does evaluative feedback on the originality of story writing affect originality in subsequent story writing? Does the sex of the student have a significant effect on levels of achievement in originality of story writing? Do reading comprehension levels have a significant effect on levels of achievement in originality of story writing? Three fifth-graders were pooled across classes, separated according to sex, stratified according to high and low reading comprehension scores, and randomly assigned, with replacement, to Experimental Groups 1 and 2, or Control Group 3. The groups met with the investigator on four occasions. Each group was asked to write an original story based upon motivational devices held constant. On Occasion II and IV, Groups 1 and 2 received two different forms of feedback on stories they had written. Group 3 received no feedback on any occasion. Some of the results indicated that: (1) there were no significant differences among the mean scores, across occasions, for Experimental Group 1; (2) Group 2's mean scores differed significantly on Occasion IV, over Occasions I, II, and III; and (3) on the third writing occasion there was no significant difference between the three groups. (Author/WR)

**ED 070 096** CS 200 266

Bachner, Saul

**Teaching Literature to the Disadvantaged.**

Pub Date 69

Note—160p.; Ph.D. Dissertation, Wayne State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-16,194, MF \$4.00, Xerography \$10.00)

**Document Not Available from EDRS.**

Descriptors—\*Adolescents, Curriculum Planning, \*Disadvantaged Youth, \*Literature, Mexicans, Motivation, Negroes, Puerto Ricans, \*Teaching Methods, \*Teaching Techniques

This dissertation proposes a strategy for teaching literature to disadvantaged students. These students are characterized by an inadequate self-concept, a lack of social skills, restricted language development, and behavior motivated by immediate needs. Most of the disadvantaged are Negroes, Puerto Ricans, Mexicans, and Appalachian whites. A review of research on how to teach the disadvantaged revealed that the teacher's classroom management and presentation of material are the most significant factors in teaching the disadvantaged. Specific motivational devices and teaching techniques are discussed in the body of the dissertation. The strategy for teaching the disadvantaged that emerges from this study is demonstrated in two lessons, one based on a black boy's life, "On Being a Negro in America," and the other a story of an underprivileged Italian boy's frustration in New York City, "The Prison." Methods include various motivational devices, discussion questions, and specific exercises for exploring the human condition. No grade level is specified. (Author/DI)

**ED 070 097** CS 200 268

Frankel, Herbert Lewis

**The Effects of Reading "The Adventures of Huckleberry Finn" on the Racial Attitudes of Selected Ninth Grade Boys.**

Pub Date 72

Note—282p.; Ed.D. Dissertation, Temple University

Available from—University Microfilms, AXerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-27,181, Mfilm \$4.00, Xerography \$10.00)

**Document Not Available from EDRS.**

Descriptors—\*American Literature, \*Grade 9, Individual Reading, \*Males, Nineteenth Century Literature, \*Novels, \*Racial Attitudes, Racial Characteristics, Racial Discrimination, Reading, Secondary Education  
Identifiers—\*Huckleberry Finn

This study investigated whether the reading of "The Adventures of Huckleberry Finn" had any measurable effect on the racial attitudes of a group of black and white ninth grade boys. "Reading" here refers to the private experience and to the usual classroom activities undertaken as part of a reading lesson. Two classes which did not significantly differ in reading ability or IQ level were used in the study. Three measures of attitude change were used: (1) a semantic differential scale, (2) a picture projection test, and (3) a depth interview. Four hypotheses were tested: (1) study of this novel will change racial attitudes of adolescent boys; (2) the change will reduce unfavorable feelings toward the other race and will increase favorable feelings; (3) if the subject's feelings toward his own race change, they will be stronger feelings of worth; and (4) the group discussing the book will show greater positive change than the group reading it outside of class. The findings strongly support all four hypotheses. In addition, the study found that this novel is not "racist" and recommended that the book not be censored in any way. (Author/DI)

ED 070 098 CS 200 270

Kirkpatrick, Carolyn Grinnell

The College Literature Class: Observation and Description of Class Sessions on "The Scarlet Letter."

Pub Date 72

Note—189p.; Ph.D. Dissertation, Columbia University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-28,058, Mfilm \$4.00, Xerography (10.00))

**Document Not Available from EDRS.**

Descriptors—\*American Literature, College Students, \*College Teachers, English, Formal Criticism, Literary Analysis, \*Literary Criticism, Literature, Literature Appreciation, Nineteenth Century Literature, \*Novels, \*Student Teacher Relationship  
Identifiers—\*Scarlet Letter

How seven college teachers and their students discussed Hawthorne's "The Scarlet Letter" is described in order to discover basic information about how different teachers approach the teaching of the same work. All of the classes were surveys of American literature taught by experienced teachers. The 24 class hours were tape-recorded and transcribed verbatim, and this discourse was then classified at two levels—by means of content analysis categories developed by Arno A. Bellack for the language of high school social studies classes and by means of four categories devised by Alan C. Purves to measure literary response. It was found that college classes generally followed the rules formulated by Bellack's study of teacher-student interaction. College teachers were also found to be much alike in their treatment of content—they concentrated on review and interpretation of the work, making few personal statements and even fewer statements of evaluation or literary definition. Students closely followed each teacher's lead as to substantive areas discussed; the only area in which students seemed more interested than their teachers was the literary context of the work. (Author/DI)

ED 070 099 CS 200 282

Burton, Dwight L., Ed.

English Education Today: Selected Addresses Delivered at the NCTE Conference on English Education (Indiana University, March 28-30, 1963).

National Council of Teachers of English, Champaign, Ill.

Pub Date 63

Note—71p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801

(Stock No. 18206, \$1.65 non-member, \$1.50 member)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Composition (Literary), Curriculum Development, Educational Research, Educational Researchers, \*English Curriculum, \*English Education, English Instruction, Graduate Study, Language, \*Liberal Arts, Literature, \*Methods Courses, Methods Teachers, Professional Education, Research Methodology, Research Needs, Specialists, \*Teacher Education

Thirteen addresses from the 1963 Conference on English Education deal with problems faced by educators responsible for preparing prospective teachers of English. A brief introduction in which Dwight L. Burton affirms that teacher education is a sound blend of liberal arts and professional education precedes Robert C. Pooley's discussion of "The Scholarly and Professional Role of the Specialist in the Teaching of English." Methods courses in the teaching of English are defended, defined, and evaluated by George H. Henry, David Stryker, and Agnes V. Boner respectively. Major concepts in educational research to be taught to prospective teachers are presented by David H. Russell; and the responsibility and problems of the English education specialist in conducting and supervising research are discussed in papers by Margaret Early and John A. Brownell. Graduate studies and 5th-year programs in English education are considered by Stanley B. Kegler and Richard A. Meade. Lennox Grey develops a case for and against the three-component English Curriculum. The College Entrance Examination Board's 1962 Summer Institutes are evaluated by John C. Gerber, and the bulletin concludes with Dora V. Smith's "Comments and Reactions to the Conference." (This document previously announced as ED 023 682.) (SW)

ED 070 100 CS 200 283

Kegler, Stanley B., Ed.

The Changing Role of English Education: Selected Addresses Delivered at the Conference on English Education (2nd, University of Illinois, April 2-4, 1964).

National Council of Teachers of English, Champaign, Ill.

Pub Date 65

Note—100p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 17207, \$1.65 non-member, \$1.50 member)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Composition (Literary), Curriculum Development, \*English Curriculum, \*English Education, Inquiry Training, Language, Language Teachers, Literary Analysis, Literature, Professional Education, Secondary School Teachers, Student Teachers, Teacher Background, \*Teacher Education, \*Teacher Education Curriculum, Teacher Educators, \*Teacher Improvement, Teacher Programs

The 11 addresses comprising this monograph indicate the proceedings of the Second Annual Conference on English Education. Included are Dwight L. Burton's definitions of English education as a scholarly discipline; Richard Corbin's discussion of the NCTE report "Research in Written Composition"; Dorothy Pettit's thesis that organic unity is the primary concept to be taught in literature; James M. McCrimmon's survey of language concepts to be taught to prospective English teachers; Morris Finder's idea that the prospective teacher must master methods of inquiry appropriate to literature, language, and composition; George H. Henry's discussion of the general and professional education of the English teacher; Donald K. Smith's call for a "sequence-of-knowledge" English curriculum for secondary schools; Alfred H. Grommon's report on volume V of the "NCTE Curriculum Series"—"The Education of Teachers of English"; James R. Squire's views of present programs and innovations in the education of English teachers; and reports on the Wisconsin and Florida English curriculum development projects. Summaries of group discussions are also provided. (This document previously announced as ED 023 683.) (JB)

ED 070 101 CS 200 284

Stryker, David, Ed.

New Trends in English Education: Selected Addresses Delivered at the Conference on English

Education (4th, Carnegie Institute of Technology, March 31, April 1, 2, 1966).

National Council of Teachers of English, Champaign, Ill.

Pub Date 66

Note—93p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 19802, \$1.95 non-member, \$1.75 member)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Composition (Literary), Culturally Disadvantaged, Dialect Studies, \*Educational Trends, English Curriculum, \*English Education, \*English Instruction, Gifted, Inservice Teacher Education, Language, Literature, Literature Appreciation, Oral English, Reading Programs, \*Teacher Education, \*Teaching Methods

Special concerns in English education are explored in 11 papers from the 1966 Conference on English Education. Following an introduction by David Stryker, Lindley Stiles discusses important overall trends in teacher education. James Squire points out existing weaknesses in the preparation of English teachers and calls for specific curriculum reforms in these areas. Robert Slack describes a successfully tested program for academically talented high school students. Garda Bowman, Lawana Trout, and William LaPlante offer specific program and teaching suggestions to assist teachers who work with disadvantaged students of all ages, and Raven McDavid, Jr. briefly analyzes the variant American English dialects. Jerry Walker describes the paucity of student teachers' knowledge of library resources and services. Doris Young Kuhn reports efforts to develop a written test for measuring children's responses to literature. John Portz describes his experiences with an NDEA Institute which focused on written composition. Arlin Turner stresses the permanent qualities of literature, which can be either enhanced or annihilated by explication. (This document previously announced as ED 023 685.) (JB)

ED 070 102 CS 200 285

Stryker, David, Ed.

Educating the Teacher of English: Selected Addresses Delivered at the Conference on English Education (3rd, University of Kentucky, March 18-20, 1965).

National Council of Teachers of English, Champaign, Ill.

Pub Date 65

Note—65p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 17804, \$1.65 non-member, \$1.50 member)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Composition (Literary), Culturally Disadvantaged, \*Educational Research, Elementary School Teachers, \*English Instruction, Inservice Teacher Education, Linguistics, Rhetoric, Secondary School Teachers, Teacher Attitudes, Teacher Certification, \*Teacher Education, Teacher Education Curriculum, \*Teacher Improvement, \*Teacher Programs, Teaching Quality, Teaching Skills

The 10 addresses in this volume on teacher education illustrate the conference theme of combining the old with the new. Henry C. Meckel surveys what is good in the current preparation of English teachers, and Carl A. Lefevre and Father Daniel Fogarty discuss, respectively, the contributions of linguistic studies and of current thinking about rhetoric and composition to teacher education programs. The implications of the Conant studies for the teaching of English are presented by Jeremiah S. Finch. William E. Hoth surveys new educational tools relevant to the teaching of English, and William H. Evans outlines the organization, scope, and direction of the Illinois Statewide Curriculum Study Center in the Preparation of Secondary School English Teachers (ISCPET). Needed reforms in the preparation of elementary and secondary school language arts teachers are described by Ruth G. Strickland and Sister M. Philippa Coogan. Robert E. Lewis presents the problems of teaching English to the culturally disadvantaged, and Don Davies concludes with a discussion of national trends in teacher education. (This document previously announced as d 023 686.) (LH)



ED 070 103 CS 200 293

Edman, R. Carter, N. D.

**Writing Objectives for Stull Bill Packets.**

Santa Clara Unified School District, Calif.

Pub Date 72

Note—11p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Affective Objectives, \*Behavioral Objectives, \*Cognitive Objectives, Creativity, Instructional Design, Performance Criteria, \*Psychomotor Objectives, Teaching Guides

Identifiers—Santa Clara Unified School District

Written in a format intended to aid educators in writing behavioral objectives, this guide first identifies four variables an acceptable objective must have—institutional, behavioral, instructional and evaluative. After defining the variables, the reader is asked to identify them in a selection of objectives and/or to identify the elements that are left out of another set of objectives. It suggests that "evaluation" is extremely important and, when used, must be accompanied by criteria or a criterion reference. Three areas are used in the EPIC-style objectives: (1) cognitive behavior relating to knowledge, comprehension, application, analysis, synthesis, and evaluation; (2) affective behavior relating to feeling, emotion, response, value, organization, and characterization of behaviors; and (3) psychomotor behavior relating to imitation, manipulation, precision, articulation, and naturalization of behaviors. Behaviors should be written using "action" verbs so one can more clearly describe what behavior is being considered. Creativity is also suggested as an area in which "indicator" behaviors can be observed and can help the reader develop criteria for what is actual creativity. (HS)

ED 070 104 CS 200 297

Kinnick, B. Jo, Ed.

**The School Literary Magazine.**

National Council of Teachers of English, Champaign, Ill.

Pub Date 66

Note—81p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 31806, \$1.40 non-member, \$1.25 member)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Anthologies, College Instruction, \*Composition (Literary), \*Creative Writing, Elementary Education, \*English Instruction, English Programs, Evaluation Criteria, Journalism, Literary Criticism, Literary Discrimination, \*Periodicals, Poetry, \*School Publications, Secondary Education, Short Stories, Student Writing Models

Ideas for stimulating student writing and for publishing a school magazine to provide that writing with an audience are presented in this book. Creative writing programs and literary magazines for both elementary and secondary grades are discussed; the role of the literary magazine in the English program is evaluated; and the value of a student publication as a teaching device is described. A college magazine ("The Galleon," published at McMurry College, Abilene, Texas) and a yearly anthology (the "Oklahoma High School Anthology") are examined in detail. The critical ability of high school students and the necessity for maintaining a magazine's literary quality through imagination and continual evaluation are concluding topics. Appended materials include an annotated bibliography on writing, the results of a survey of high school literary magazines, suggested criteria for evaluating literary magazines, and an analysis of typical problems in college-level manuscripts. (This document previously announced as ED 025 517.) (LH)

ED 070 105 CS 200 314

Klingberg, Gote Agren, Monica

**Planning Literary Instruction: A Discussion of the Curricular Objectives for the Teaching of Literature in the Swedish Comprehensive School and a Rationale for Objective-Procedure-Criterion Units.**

Göteborg School of Education (Sweden).

Dept. of Educational Research.

Spons Agency—National Swedish Board of Education, Stockholm. Research Planning Bureau.

Pub Date Dec 72

Note—179p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Behavioral Objectives, Curriculum Evaluation, Curriculum Planning, \*Curriculum

Research, \*Educational Objectives, Elementary Education, \*Literature, Secondary Education, \*Teaching Methods

Identifiers—\*Project LIGRU

This study reports the results of a project testing the extent to which a systematic analysis of objectives, procedures, and evaluation can benefit literature teaching in the Swedish Comprehensive School (the compulsory nine-year school for pupils between seven and sixteen years of age). Following earlier reports on goal document and requirement analyses, this report lists curricular objectives expressing explicit behavioral objectives, though different specific content and teaching methods are still permitted. The list is suggested as a basis for discussions in curricular teams both on a central and a local level. The problems of the coordination of instructional procedures and evaluative criteria with curricular objectives are further discussed. A more thorough analysis of the collected material of procedures and criteria will be presented in a separate report (published in Swedish). Figures, a table, and a bibliography are also included. (See ED 059 216 for related document.) (Author/DI)

ED 070 106 CS 200 317

Loban, Walter

**Problems in Oral English: Kindergarten through Grade Nine.**

National Council of Teachers of English, Champaign, Ill.

Report No.—NCTE-RR-5

Pub Date 66

Note—80p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 15405, \$1.75 non-member, \$1.55 member)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Elementary Education, \*English Instruction, Language, \*Language Development, \*Language Skills, Language Usage, Negro Dialects, Nonstandard Dialects, Oral Communication, \*Oral English, Oral Expression, Secondary Education, \*Social Dialects

Over a 10-year period, the oral language development of 338 pupils was studied from kindergarten through grade 9 to establish the most crucial and frequent oral language difficulties. Recorded samples of oral English from each subject were segmented by oral intonation patterns and syntactic units, and were analyzed yearly in terms of 21 oral language problems or deviations from standard spoken English. Progress in resolving these difficulties was then plotted for four groups—Caucasians with high and low language proficiency, Negroes with low language proficiency, and a random sample. Results indicated that the most persistent difficulties for those children not handicapped by social dialect are not in usage but in developing coherence and organization and that individual instruction in this area is much more helpful than drill in usage. On the other hand, the most persistent problems for Negro children are those of usage, particularly compound verbs and the verb "to be." Oral drill based on expressing ideas, attitudes, and values of concern to the learners is more effective instruction than workbook drill. (This report is based on an earlier study, ED 001 275.) (This document previously announced as ED 023 653.) (DL)

ED 070 107 CS 500 049

Larson, Carl E., Ed. Dance, Frank E. X., Ed.

**Perspectives on Communication: Colloquium Proceedings.**

Wisconsin Univ., Milwaukee. Speech Communication Center.

Pub Date 68

Note—180p.

Available from—Speech Communication Association, Statler Hilton Hotel, New York, N.Y. 10001 (\$4.50)

**Document Not Available from EDRS.**

Descriptors—\*Communication (Thought Transfer), Conflict Resolution, Information Theory, \*Interaction Process Analysis, \*Interpersonal Relationship, \*Persuasive Discourse, Receptive Language, Research Methodology, Social Attitudes, \*Social Environment

This book is a collection of fourteen papers presented at the communication colloquium of the University of Wisconsin—Milwaukee, during the 1967-68 academic year. The essays have been organized into three sections. Section I: "General Perspectives on Communication" contains

presentations which are addressed to basic theoretical and conceptual issues in the field of communication theory and research. Section II: "Communication Theory and Persuasion" contains papers in which the principal focus is on the nature or study of attitudes. Section III: "Communication in Specific Interaction Contexts" contains papers which attempt to employ communication concepts to describe or explain situationally based behavior. Topics of the papers include: studies of communication and interpersonal behavior and analyses of the communication process (in Section I); approaches to audience analysis and current studies of attitude change through persuasion (in Section II); and reports on the communication process as it operates in such contexts as complex organizations, family groups, conflict situations, and intercultural situations (in Section III). (Author/RN)

ED 070 108 CS 500 050

Thornton, Barbara L.

**Bibliography for a Research of the Literature in Nonverbal Communication and Its Applications, As Related to the Study of Black American Nonverbal Communication.**

Pub Date May 72

Note—16p.; Submitted as a partial requirement for a Master of Arts Program (Plan B), University of Minnesota

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Bibliographies, \*Communication (Thought Transfer), \*Ethnic Studies, \*Human Posture, Literature Reviews, \*Nonverbal Communication, Research Reviews (Publications)

Identifiers—\*Black American Nonverbal Communication

This bibliography provides a general review of nonverbal communication—background and applications—in specific relation to Black American nonverbal communication. Approximately 230 entries from 140 authors, spanning the years 1932 to 1972, are arranged alphabetically by author. Professional journal articles and studies are the primary sources of information, but items from books, current dissertations, and unpublished manuscripts are also included. (LG)

ED 070 109 24 CS 500 052

Wilder, Larry

**Three Dimensions of the Cognitive Function of Speech: Papers Presented at the 57th Annual Meeting of the Speech Communication Association. Working Paper No. 83.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0216

Pub Date Dec 71

Contract—OEC-5-10-154

Note—44p.; Report from the Project on Letter-Sound Relationships and the Development of Reading Skills

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Child Language, Children, \*Cognitive Processes, Language, \*Speech, \*Standard Spoken Usage, \*Verbal Communication, Verbal Development

These papers were presented at the 57th Annual Meeting of the Speech Communication Association in San Francisco, December 27-30, 1971. "Perspectives on Research in Speech and Cognitive Processes" was presented to a panel session on "Speech Communication Research of the '70s: Six Priority Areas," sponsored by the Research Board of SCA. It reviews the past and current research on the cognitive function of speech. "Speech as Communication and Verbal Behavior" was read to a Dimension Series panel on "The Centrality of the Spoken Word," and it is concerned with speech as a unique response modality in human communication and verbal behavior. "Speech Processes and Cognitive Learning in Young Children," was presented to the Educational Policies Board program on "Speech in the Classroom: A Digest of Information on Oral Language Development for the Classroom Teacher," and it reviews the theory and pedagogical implications of the cognitive function of speech in young children. (Author)

ED 070 110 CS 500 053

Miller, Dan P.

**Should You Become a Teacher?—The Use of Screening Procedures.**

Pub Date 72

Note—17p.; Paper presented at the Central States Speech Assn. Convention (Chicago, 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Counseling, Effective Teaching, \*Evaluation Techniques, \*Performance Based Teacher Education, Performance Factors, Personality Assessment, Prediction, \*Screening Tests, \*Speech Education, \*Student Teachers

This paper presents a screening procedure for potential teachers of speech that encourages self-appraisal and provides an opportunity for the students to remove himself from the program. The author briefly examines past efforts to predict the performance of potential teachers; reviews qualities to be looked for in effective speech teachers; and outlines procedures and instruments for screening candidates for the classroom. (Author/LG)

**ED 070 111** CS 500 054

Welden, Terry A. Ellingsworth, Huber W.

**Effective Speech Communication: Theory in Action.**

Pub Date 70

Note—184p.

Available from—Scott, Foresman and Company, 1900 East Lake Avenue, Glenview, Ill. 60025 (Stock No. 5026, \$4.50)

**Document Not Available from EDRS.**

Descriptors—Activity Learning, \*Behavioral Objectives, \*Communication (Thought Transfer), \*Communication Skills, \*Curriculum Guides, Discussion Experience, \*Educational Objectives, Group Relations, Individual Development, Instructional Innovation

Identifiers—\*Speech Communication Education

This combination textbook, workbook, and course outline integrates readings and activities to guide the student in his or her exploration of essential speech communication principles. The readings are divided into five sections which focus on the following basic concepts: the nature of speech communication, models of the communication process, the nature of messages, message preparations and presentations, and effects of communication. The three activity units provide an opportunity for students to analyze their own communication behavior in relation to source-receiver and audience variables, group interaction and task group experience, role perception, and communication effectiveness. The reading sections and activity units are arbitrarily arranged to allow students and instructors freedom to decide their own communication priorities. This course outline is appropriate for students on the advanced high school and beginning college levels. (LG)

**ED 070 112** CS 500 055

Austin-Leit, Genelle

**Behavioral Research and the First Year Instructor.**

Pub Date 72

Note—9p.; Paper presented at the Central States Speech Assn. Convention (Chicago, 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Behavioral Science Research, \*Communication (Thought Transfer), \*Communication Skills, \*Educational Objectives, \*Interaction, Student Centered Curriculum, Student Participation, Teacher Responsibility

Identifiers—\*Speech Communication Education  
This paper discusses the behavioral science approach to speech communication education. The focus of a fundamentals course in communication processes is based upon receiver activity. Studying people as receivers and senders of messages includes emphasis on: (1) intra-personal communication—the individual and his/her internalization of his/her communicative apparatus; (2) inter-personal communication—persons in intimate and small-group situations; and (3) public communication—persons in mass public situations where communication is influencing many directly and indirectly through radio, television, film and public meetings. The author concludes that if the ability to interact and communicate more effectively is to be developed, it is the instructor's responsibility to devise a program that enables students to define, design, and determine their own learning goals. The author illustrates how to realistically apply communication behavioral research in the classroom to achieve a learning environment of this type. (Author/LG)

**ED 070 113**

CS 500 056

Avery, Robert Karl

**A Study of the Effects of Speech Models on the Performance of Students as Speech Critics.**

Pub Date 71

Note—141p.; Ph.D. Dissertation, The Pennsylvania State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-19,267, MF \$4.00, Xerography \$10.00)

**Document Not Available from EDRS.**

Descriptors—\*Audiovisual Communication, \*Aural Stimuli, \*Communication (Thought Transfer), Cues, Learning, Perception, Rhetorical Criticism, \*Stimulus Generalization, Visual Literacy, \*Visual Stimuli

The combined theories of cue summation and stimulus generalization provide the theoretical model for this study. First, the study attempted to determine if supplementing a theoretical presentation of rhetorical principles with printed, audio, and audiovisual speech models would contribute to a significant increase in learning as evidenced by performance as a speech critic. Second, it sought to determine if students with low and medium entering behavior benefit more from additional cues than students with high entering behavior. The experimental population consisted of 225 students enrolled in a basic speech course at Pennsylvania State University. Performance on the university's speech proficiency examination was used to identify students who exhibited high, medium, and low entering behavior. Five treatment groups (control, theoretical presentation, hard-copy model, audio model, and audiovisual model) were each composed of high, medium, and low entering behavior students. After receiving their respective treatments, all subjects rated three post-test speech models on the dimensions of content, language, delivery, and general effectiveness, using a seven point scale. Each succeeding treatment contained the instructional materials which preceded it plus additional stimulus cues. The results provided no support for either of the hypotheses. (Author/LG)

**ED 070 114**

CS 500 057

Murrow, Wayne

**A Descriptive Study of the Use of PROANA 5: A Computerized Technique for the Analysis of Small Group Interaction.**

Pub Date 72

Note—104p.; Ph.D. Dissertation, The University of Oklahoma

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-22,140, MF \$4.00, Xerography \$10.00)

**Document Not Available from EDRS.**

Descriptors—\*Communication (Thought Transfer), \*Group Dynamics, \*Group Relations, \*Interaction Process Analysis, Predictive Validity, Predictor Variables, Sampling, \*Statistical Analysis, Statistical Studies

Identifiers—\*Computerized Techniques (PROANA 5)

The purpose of this study was to generate descriptive statistical estimates regarding the expected proportion of occurrence of each of the PROANA 5 (Process Analysis) variables (line usage, clique group, detrimental clique group, leadership, and dominance) in small group communication. A second purpose was to determine the expected pattern of interaction when plotting interaction by two-minute intervals. The subjects (N=40, 5-man groups) were randomly selected from the student body of Bethany Nazarene College. In all but two of the variables, the proportion of occurrence met expectations and supported the PROANA 5 assumptions. The two exceptions were the balance of participation and the isolation variables. The data analysis on the two-minute interval data was not conclusive. (Author/LG)

**ED 070 115**

CS 500 058

Hansen, Richard Carl

**A Study to Determine the Degree of Agreement on the Content and Objectives for Preparation in Communication for Business Students at the Collegiate Level.**

Pub Date 71

Note—257p.; Ph.D. Dissertation, The University of Wisconsin

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-12,691, MF \$4.00, Xerography \$10.00)

**Document Not Available from EDRS.**

Descriptors—\*Business Education, \*Communication Skills, \*Course Content, \*Course Objectives, Curriculum Development, Curriculum Planning, Forced Choice Technique, Q Sort, \*Speech Curriculum, Statistical Analysis

The author studied the degree of agreement between selected groups of businessmen and educators on the level of communication skills necessary for satisfactory performance in a business career. The findings of this study were based on data collected from 109 businessmen and 127 educators. A list of statements concerning course content and objectives relating to communication skills for business students was developed from texts, outlines, periodicals, etc., and reduced to 39 items, each one written on a card. The Q-sort technique was used, whereby each participant considered the relative importance of each item in the array and sorted the cards accordingly. Results showed that businessmen and educators tended to agree on content and objectives of communications courses when the various facets of communication preparation were considered relative to each other. When individual statement comparisons were made, it was found that they disagreed. The comparison of businessmen to all educators revealed 21 significant differences on individual statements. Businessmen in most instances ranked the statements concerned with problem-solving skills higher than did the educators. (Author/RN)

**ED 070 116**

CS 500 059

Mickelson, John Sanford

**Message Organization and Information: A Study in the Measurement of Human Information Processing.**

Pub Date 72

Note—80p.; Ph.D. Dissertation, Michigan State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-22,258, MF \$4.00, Xerography \$10.00)

**Document Not Available from EDRS.**

Descriptors—\*Communication (Thought Transfer), \*Comprehension, Connected Discourse, \*Information Theory, \*Learning, Psycholinguistics, Verbal Communication, \*Verbal Learning

The author examined relationships between message organization, message uncertainty, and verbal learning. Message organization was manipulated by varying the distance between repeated subject-verb-object triples in a sequence of sentences. Message uncertainty was defined as the uncertainty (variability) of word selections for subjects responding to messages where certain words were deleted from the text. Verbal learning was measured by looking at the uncertainty of word selections after subjects had read intact texts. Two messages were designed for this study, the second constructed with a larger number of lexical choices for the purpose of increasing the uncertainty of responses. Results from a total of 180 subjects indicated that when messages were presented in a disorganized form, uncertainty increased significantly. No significant differences were found for messages with and without introductory paragraphs. The results indicated a relationship between learning and processes of uncertainty reduction. Uncertainty scores obtained for messages and sentences did provide an index of learning difficulty. (Author/RN)

**ED 070 117**

CS 500 060

Page, William Thomas

**The Development of a Test to Measure Anticipated Communicative Anxiety.**

Pub Date 70

Note—141p.; Ph.D. Dissertation, University of Illinois at Urbana-Champaign

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-14,902, MF \$4.00, Xerography \$10.00)

**Document Not Available from EDRS.**

Descriptors—\*Anxiety, Audiences, \*Communication (Thought Transfer), Emotional Response, Personal Relationship, \*Psychological Tests, Rating Scales, Self Concept, \*Speaking, \*Test Construction

This study developed a test to measure Anticipated Communicative Anxiety (ACA), the tendency of persons to expect to be anxious or frightened when they must express themselves orally. First, it was found that ACA could be both reliably and validly measured by a test on which subjects were asked to estimate on a seven-point scale how much fear they expected to feel in classroom public speaking or in panel discussions. Second, it was found that ACA is multidimensional, with three situational variables—size of audience, status of the person addressed, and defensive situations. Third, it was found that ACA differs between men and women in its role in personality structure, its dimensionality, and in responses to individual test items. For men high ACA is associated with simple nervous tension, whereas with women it is associated with intelligence, guilt proneness, emotional stability, and conservatism of temperament. (Author/RN)

**ED 070 118** CS 500 061

Osborn, Lynn R.

**Speech Communication Education and the American Indian: Challenges and Contrasts.**

Pub Date Nov 72

Note—12p.; Paper presented at the Annual Convention of the Western Speech Communication Assn. (Honolulu, November 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*American Indian Culture, \*Communication (Thought Transfer), \*Communication Skills, \*Cultural Differences, Cultural Factors, Educational Innovation, Effective Teaching, Instructional Innovation, \*Relevance (Education), Student Needs

Identifiers—\*Speech Communication Education

The author examines the peculiarly crucial role played by spoken communication in the development and advancement of Indian cultures, with special attention to the challenges and contrasts the American Indian student presents for the speech communication educator. Three specific aspects of traditional speech communication behavior, unique to the American Indian, are discussed. These three—the tradition of Indian eloquence, comparatively superior listening and memory capacities, and silence as an integral part of communication—are suggested for consideration by the speech communication teacher whose classroom includes American Indian students. (LG)

**ED 070 119** CS 500 062

Tubbs, Stewart L., Ed.

**New Directions in Communication: Proceedings of the 1972 International Communications Association Student Summer Conference (Flint, Mich., August 16-18, 1972).**

International Communications Association.

Pub Date Sep 72

Note—90p.

Available from—International Communication Assn., Business Office, Box 445, Flint, Michigan 48501 (\$3.00)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Communication (Thought Transfer), Conference Reports, \*Information Theory, Information Utilization, Innovation, Mass Media, \*Relevance (Education), \*Research, Research Methodology, \*Research Utilization

Identifiers—\*International Communication Association

Twelve papers were presented at the first student summer conference of the ICA. The introductory paper reviews contemporary approaches to teaching communication theory and research and its application. The papers in Part I, "New Directions in Theory and Research," focus on the following topics: (1) redirection of the focus of communication education, (2) definition of the scope of the communication field as a discipline, (3) relevance of small group research to the study of group communication, (4) application of theoretical research to real-life communication situations, and (5) expansion of the focus of interpersonal communication research to achieve conceptual and theoretical unification. Part II, "New Directions in Applied Communication," includes papers on the following topics: approaches to management change and organizational communication, a proposal for the use of the staff-line-service model for organizational research, improvement of communication skills for the socioeconomically different student, complementary research methodologies for the

study of music lyrics and drug use, information needs of the university community, and consequences of public access to mass media. (LG)

**ED 070 120** CS 500 063

Whitehead, Jack L. And Others

**Latitude of Attitude in Ratings of Children's Speech.**

Texas Univ., Austin. Center for Communication Research.

Pub Date Aug 72

Note—44p.; A Communication Research Notes Technical Report

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Cultural Factors, \*Dialect Studies, \*Ethnic Groups, Ethnic Stereotypes, Language Usage, Rating Scales, \*Social Attitudes, \*Speech Habits, \*Statistical Analysis, Teacher Attitudes

The two studies in this report are based on previous research (e.g., ED 052 213) relating to how a person's dialect affects others' attitudes and perceptions of him. They concluded that linguistic attitudes and stereotypes do exist and can be measured using a semantic differential technique. The two present studies explore further methodological refinements in the semantic differential technique by measuring reactions to children on the global dimensions of "confidence-eagerness" and "ethnicity-nonstandardness." Participants viewed videotapes of informal conversations of six children: two each Anglo-Saxon, Mexican-American, and Black. They responded to the children they viewed and their previous impressions of children from the same ethnic groups on ten semantic differential scales. The authors present details of the statistical methods used to analyze the scales, along with charts and tables outlining the results. The authors conclude that their modified semantic differential technique is a reliable method of analysis and support findings of previous research on effects of dialects on the attitudes of others. (RN)

**ED 070 121** CS 500 064

Holladay, Howard P.

**The Value System—A False Prophet for Intercultural Communication.**

Pub Date Nov 72

Note—13p.; Paper presented at the Convention of the Western Speech Communication Association (Honolulu, Nov. 18-21, 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Communication (Thought Transfer), \*Cross Cultural Studies, \*Cultural Context, Culture Conflict, \*Ethnic Groups, Human Relations, Intergroup Relations, Mexican Americans, Personal Values, \*Social Values

Identifiers—\*Intercultural Communication

The author questions the applicability of a value-system-contrast approach to intercultural communication. His two main reservations involve the deprivation and validity of value sets themselves and the potential dangers encountered in using values as a guide to intercultural communication. Firstly, the non-scientific methods employed in compiling and categorizing value systems themselves, and the difficulty of determining the cause of particular values that are also constantly changing, contribute to the questionable validity of value systems which are externally and/or politically derived. Secondly, reliance on preconceived value sets as intercultural communication variables or guides may result in desensitization of the communicator who uses them and creation of an environment for self-fulfilling prophecy based on false interpretation. The author examines value set categorizations of Mexican-Americans in light of value system theory and intercultural communication. (Author/LG)

**ED 070 122** CS 500 065

Anapol, Malhon M.

**Communication, Law, and Justice.**

Pub Date Apr 72

Note—11p.; Paper presented at the Convention of the Central States Speech Assn. (Chicago, April 7-8, 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Communication (Thought Transfer), \*Courts, Cultural Background, \*Law Instruction, \*Lawyers, Persuasive Discourse, \*Rhetoric, Speech Education, Speech Skills, Western Civilization

The author takes the position that communication is an essential, but often overlooked component of law and justice; furthermore, some of the current problems in the area of law and justice are basically communication problems. The author traces the early development of communication and law as closely related disciplines, with emphasis on the contributions of Aristotle, Cicero, and Quintilian. He discusses the decline of both rhetoric and law during the middle ages because of church influence and the feudal society and then summarizes the two legal forms that then emerged and influence law today: the British common-law system and the European civil code system. The author discusses current attempts to revive the relationship between rhetoric and law, with particular emphasis on the writings of the Belgian scholar Chaim Perelman. He outlines methods by which concepts of justice, once determined, can be made effective in terms of communication operating on four levels of legal activity: the lawyer-client relationship, the process of negotiation, the trial situation, and the judicial opinion. He concludes that law schools in America ignore the study of communication and makes recommendations for increased emphasis on legal communication as an essential part of the training of attorneys. (RN)

**ED 070 123** CS 500 066

King, LeRoy Oliver

**A Study of Communication in the Role Relationships Between Coaches and Athletes.**

Pub Date 72

Note—326p.; Ph.D. Dissertation, University of Denver

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-21,556, MF \$4.00, Xerography \$10.00)

**Document Not Available from EDRS.**

Descriptors—\*Athletes, \*Athletic Coaches, Attitudes, \*Communication (Thought Transfer), Group Relations, Individual Power, \*Interpersonal Relationship, Leadership Styles, Personality Assessment, \*Role Perception, Self Concept Tests

This study investigates the assumption that the communication patterns between coaches and athletes are related to the manner in which athletes perceive the role of coach. The investigation focuses specifically upon the authority role of the coach. A modified semantic differential was used to assess the competence, potency, and supportiveness of an authority figure. The "Interpersonal Test" consisting of two sets of questions assessed the "I-Him" and "He-Me" dimensions of an interpersonal relationship. The tests were administered to a sample population of athletes and coaches drawn from eight different intercollegiate basketball teams. It was found that (1) athletes and coaches look similarly upon the coach in terms of the coach's competence, potency, and supportiveness; (2) coaches rated themselves higher than did athletes in each of the three behavioral dimensions; (3) there was less variation between coaches and athletes in the competence factor and a greater variation in both potency and supportiveness dimensions. (Author/LG)

**ED 070 124** CS 500 067

Dones, Jose Enrique

**A Model for Perception and Language.**

Pub Date 72

Note—191p.; Ph.D. Dissertation, The University of Rochester

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-18,810, MF \$4.00, Xerography \$10.00)

**Document Not Available from EDRS.**

Descriptors—\*Communication (Thought Transfer), Connected Discourse, \*Linguistic Performance, Linguistic Theory, Oral Communication, Perception, \*Perceptual Development, \*Personal Relationship, \*Psycholinguistics, Verbal Communication

The model in this study illustrates a theory of the language user's performance based on an analysis of the fundamental speech episode, the dialogue. The model presents an outline of conditions for the description of strategic aspects of communication within a dynamic framework, which are dependent on the orientation of the communicator toward a finite set of features associated with his perceptual universe. The model



attempts to describe those constraints placed on the communicator by certain principles of organization. Linguistic options are best observed within the dynamics of the dialogue, which therefore serves as the basis for description of elementary relations and as an hypothesis regarding the basis of extended maps in discourse. The model also provides a dictionary of terms based on the communicator's motivated activities in decoding and encoding perceptual information. (Author/RN)

**ED 070 125** CS 500 068

*Berko, Roy M.*

**Trends and Directions in Community College Speech.**

Pub Date [Apr 72]

Note—15p.; Paper presented at the Convention of the Central States Speech Assn. (Chicago, April 7-8, 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—College Role, \*Communication Skills, \*Community Colleges, Curriculum Development, Educational Facilities, \*Educational Improvement, \*Relevance (Education), \*Speech Skills, Teacher Qualifications, Teaching Load

Identifiers—\*Speech Communication Education

In this paper the author discusses current practices in speech education courses taught on the junior college level. He examines specific problems that face speech educators who teach in public two-year colleges. The author attributes weakness of speech programs to: (1) inadequate facilities; (2) insufficient full-time staff; (3) oversized classes; (4) deficient number of elective classes; (5) limited number of speech courses; (6) little school-wide emphasis on speech; (7) overloaded teaching schedules; and (8) too few extracurricular activities. He suggests some possible solutions to these problems, which include: (1) development of positive instructor attitudes toward community college teaching, (2) freedom from restrictive procedures and policies, and (3) cultivation of a qualified teaching staff. (Author/LG)

**ED 070 126** CS 500 069

*Weatherly, Michael*

**Handbook for the Role of Games in Teaching Speech Communication.**

Pub Date [Dec 72]

Note—41p.; Short Course offered in the Department of Communication Arts, Univ. of Dayton

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Communication Skills, \*Educational Games, Effective Teaching, Elementary Grades, \*Instructional Materials, Intermediate Grades, \*Interpersonal Competence, Secondary Grades, \*Speech Skills

Identifiers—\*Speech Communication Education

One of the most promising devices available to the modern instructor is based upon a simple premise—find out what children like to do and turn it into an educational experience. This premise has resulted in the development of many educational games and toys for younger children. As students grow older, games are used less; yet children and adults do not lose their desire to play. Games for older children and adults are available and more are being developed. As a method for teaching communication, games are the focus of this handbook. This guide contains sections on how to choose the games students can play. Also included are research relating to the effectiveness of games in teaching; a selected list of available games accompanied by student evaluations, appropriate applications, descriptions and grade levels; and a more general list of other available games. The handbook also includes a selected game bibliography and a source listing for additional information concerning educational games. (LG)

**ED 070 127** CS 500 070

*Beasley, Mary F.*

**A Critical Suggestions Form for Readers Theatre.**

Pub Date Apr 72

Note—22p.; Paper presented at the Annual Convention of the Southern Speech Communication Assn. (San Antonio, April 5-7, 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Choral Speaking, Creative Dramatics, \*Dramatics, \*Evaluation Techniques, \*Interpretive Reading, Literary Analysis, Production Techniques, \*Readers Theater, \*Theater Arts

The author states that because of recent interest in readers theatre, or concert readings, some objective methods of assessing audience response should be developed. In the first section of the paper, she provides a rationale for a critical suggestions form. The author's guidelines for an evaluation form include the use of expert judges, an adequate coverage of production items, and forced choices with unstructured comments requested and simplified methods for interpretation. In the second section, the author presents the form itself which consists of 29 items or questions classified into four categories: script; reader selection, placement, and interpretation techniques; lighting; and non-vocal sound. The judges have forced-choice selection ranging from "satisfactory to excellent" or "needs improvement or change" on each item, and is asked to make more specific comments. The author presents the procedures and results of two tests of the form, concluding that they were satisfactory. In the final section, she suggests methods of adaptation and future testing of the form. (RN)

**ED 070 128** CS 500 071

*Sperber, Stephen Martin*

**Development of a Training Program for Teachers Using Interpersonal Process, Communications and Problem Solving Skills.**

Pub Date 72

Note—102p.; Ph.D. Dissertation, University of Pittsburgh

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-22,310, MFilm \$4.00, Xerography \$10.00)

**Document Not Available from EDRS.**

Descriptors—Behavior Change, \*Communication (Thought Transfer), \*Educational Programs, \*Interpersonal Competence, Problem Solving, \*Self Concept, \*Teacher Behavior, Teacher Education, Teacher Role

The purpose of this study was to conceptualize, design, and implement a training program to help teachers (1) to clarify and enlarge their perceptions of self as person and teacher, (2) develop skills in the process of problem solving and interpersonal communications, and (3) assume responsibility for themselves as learners and decision makers. The program sought to enhance teachers' abilities to assess and effect changes in their teaching behavior. Eleven teachers in the study population participated in a sequence of learning activities. An evaluation system was developed to assess self-report data (weekly and final reaction papers, end-of-course evaluations, and follow-up questionnaires). The effect of the training program on changes in teacher perceptions of self as person was not confirmed. A positive relationship was found between changes in perception of self as teacher and actualization of reported changes in teaching behavior. Development of a training model for use with a cross-population of educational personnel in pre- and inservice courses was proposed. (Author/LG)

**ED 070 129** CS 500 072

*Lindsey, Georg N.*

**A Future of Communication Theory: Systems Theory.**

Pub Date 20 Nov 72

Note—14p.; Paper presented at the Annual Convention of the Western Speech Communication Assn. (Honolulu, Nov. 20, 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Communication (Thought Transfer), Conceptual Schemes, \*Cybernetics, Game Theory, \*Information Theory, Mathematical Applications, \*Research Methodology, Simulation, \*Systems Analysis

Identifiers—Communication Theory

Concepts of general systems theory, cybernetics and the like may provide the methodology for communication theory to move from a level of technology to a level of pure science. It was the purpose of this paper to (1) demonstrate the necessity of applying systems theory to the construction of communication theory, (2) review relevant systems concepts and principles, and (3) specify the applicability of systems theory to communication theory development and specific methodological proposals. In part 1 the continuous nature of communicative phenomena is examined with particular attention being given to the notion of the mathematical function. Part 2 begins at a very basic systems level, i.e. the notion of wholes as compared with

aggregates and relations. It continues with a discussion of open systems principles such as: equilibrium, dynamic homeostasis or the steady state, entropy and ectropy and Prigogine's equation. The concluding section considers the cybernetic notion of deviation amplifying mutual causation and the role of simulation in the construction of communication theory. (Author/LG)

**ED 070 130** CS 500 073

*Mehrabian, Albert*

**Silent Messages.**

Pub Date 71

Note—152p.

Available from—Wadsworth Publishing Company, Inc., Belmont, Calif. 94002 (\$2.95 paper)

**Document Not Available from EDRS.**

Descriptors—\*Attitudes, \*Communication (Thought Transfer), Individual Power, Interpersonal Relationship, \*Nonverbal Communication, \*Perception, \*Social Behavior, Social Influences, Social Relations, Verbal Communication

This book examines dimensions of nonverbal human behavior through the "immediacy," "power," and "responsiveness" metaphors. Human feelings and attitudes as conveyed by variations upon these metaphors involve approach-avoidance behavior. The author defines these metaphors as like-dislike; potency-status (or a controlling versus a dependent submissive attitude); and the extent of awareness of and reactions to another. The book is divided into seven chapters which discuss these social interaction metaphors singularly and in relation to environments, social styles and explicit language. The final chapter contains general applications of these metaphors to the areas of politics, advertising, romance and social alienation. Each chapter is accompanied by a list of suggested readings. (LG)

**ED 070 131** CS 500 074

*Starr, Douglas P.*

**A Selected Annotated Bibliography on Speech Ghostwriting: Its Principles, Practices and Ethics.**

Pub Date Dec 72

Note—27p.; Part of a Ph.D. Dissertation, Florida State University, entitled "Ghostwriting in Government: A Lexical Analysis of Matched Pairs of Speeches Ghostwritten for Florida Lt. Governor Tom Adams."

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Annotated Bibliographies, \*Communication (Thought Transfer), \*Expository Writing, \*Persuasive Discourse, Political Socialization, Public Relations, Public Speaking, \*Research Reviews (Publications), Rhetoric, Social Values

Identifiers—\*Ghostwriting

The author presents a fully annotated bibliography of 80 items relating to the subject of ghostwriting of public addresses and other forms of persuasive communication. Most of the items deal with ghostwriting in the areas of political persuasion and public relations, although some general entries are included. Topics of the material range from methods and techniques of ghostwriting to harsh criticisms of ghostwriting as a tool of modern politics. Many of the references provide information about the staff writers and their approaches for both former and contemporary political leaders. Some references deal with the background of the technique, including its use for the preparation of university term papers. The entries, published between the late 1950's and the present, are divided into four sections: books, scholarly journals, popular journals, and newspaper articles. (RN)

**ED 070 132** CS 500 075

*Jeffrey, Robert C., Ed.*

**Proceedings of the Speech Communication Association Summer Conference: Mini Courses in Speech Communication (7th, Chicago, July 8-10, 1971).**

Speech Communication Association, New York, N.Y.

Pub Date Jul 71

Note—107p.

Available from—Speech Communication Association, Statler Hilton Hotel, New York, N.Y. 10001 (\$2.50)

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—College Curriculum, Communication (Thought Transfer), \*Communication Skills, \*Course Descriptions, \*Curriculum Guides, Elementary School Curriculum, High School Curriculum, \*Speech Curriculum, \*Speech Education, Teaching Guides

The Speech Communication Association's 1971 summer conference provided instruction in the application of basic research and innovative practices in communication. It was designed to assist elementary, secondary, and college teachers in the enrichment of content and procedures. The proceedings include syllabi, course units, and bibliographic materials for the thirteen topic areas presented at the conference. The topic areas include: free-speech issues, language development of elementary school children; high school theatre programs; nonverbal communication; oral interpretation; developments in communication research; behavioral objectives; and production of homemade audio-visual materials. (RN)

ED 070 133 CS 500 076

Al-Doory, Shirley

**Communication for the Blind: Part I - Right to Read for Blind and Physically Handicapped and Part II - New Think: Communication Is for Everyone.**

Library of Congress, Washington, D. C. Div. for the Blind and Physically Handicapped.  
Pub Date Apr 72

Note—12p.; Part II presented as a paper at the International Communication Assn. Convention (Atlanta, April 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Blind, \*Braille, \*Communication (Thought Transfer), Magnetic Tape Cassettes, Magnetic Tapes, \*Physically Handicapped, Reading Difficulty, \*Sensory Aids, Tactile Adaptation, Talking Books, Visually Handicapped

Part I gives a detailed description of the services provided by the Division for the Blind and Physically Handicapped of the Library of Congress. The division serves the reading needs of these people by reproducing books on microgroove disc, magnetic tape, tape cassette, and in various forms of braille. The author estimates that there are at least 2,000,000 U.S. citizens eligible for the Library's free services but that about 10 percent are aware of their eligibility and take advantage of the program. This part concludes with a list of the regional libraries that serve the handicapped. Part II is basically an appeal to those concerned with communications to assist in publicizing the Library's program and informing those eligible for the special assistance of their "right to read." (RN)

## EA

ED 070 134 EA 004 546

Bagin, Don And Others

**School Communications: Ideas That Work. A Public Relations Handbook for School Officials.**

Pub Date 72

Note—155p.

Available from—Nation's Schools Press, McGraw-Hill Publications Company, 230 West Monroe Street, Chicago, Illinois 60606 (\$4.95)

Document Not Available from EDRS.

Descriptors—\*Administrator Guides, Advisory Committees, Audiovisual Communication, Board Administrator Relationship, \*Communication (Thought Transfer), Community Cooperation, Guidelines, Mass Media, News Media, Public Opinion, \*Public Relations, School Budget Elections, \*School Community Relationship, \*School Support, Student School Relationship, Surveys, Teacher Administrator Relationship

Identifiers—Community Conflict

This book, written by three school communications and public relations consultants who are also practitioners, provides guidelines designed to help the school official implement an improved communications program. Classified by the authors as a "how-to-do-it" book, it is comprised of numerous workable ideas for improving a school official's communication with his many publics. After introducing the reader to the whys and hows of communicating, the authors provide guidelines for use in (1) improving person to per-

son communication (including a description of survey and small group meeting techniques); (2) preparing written and visual material; (3) developing tactics that can be used to attract mass media attention to the schools; and (4) communicating in such special circumstances as budget and building campaigns, innovative programs and controversial positions, special events, negotiations, and the public relations of guidance programs. (JH)

ED 070 135 EA 004 547

Chai Hon-Chan

**Planning Education for a Plural Society. Fundamentals of Educational Planning-16.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Spons Agency—Swedish International Development Authority (SIDA).

Report No—IIEP-71-II-16-A

Pub Date 71

Note—68p.; Also published in French

Available from—IIEP, 7 rue Delacroix, Paris XVI, France (B-2969, \$2.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Administrator Guides, Administrator Role, \*Cultural Pluralism, Culture Conflict, \*Developing Nations, \*Economic Development, Educational Development, Educational Economics, \*Educational Planning, Equal Education, Linguistics, Nationalism, Racial Balance, \*Racial Differences, Social Change, Student Needs

Identifiers—Malaysia

This report is one of a series intended primarily for those engaged in or preparing for educational planning and administration (especially in developing countries) and for those government officials and civic leaders seeking a more general understanding of educational planning and its role in overall national development. In this booklet, the author examines the role of education in bringing unity to multiracial developing countries. He contends that some educational programs designed to correct economic and social imbalances between groups may, in fact, exacerbate race relations and undermine national unity. For these reasons, the author argues, planning education for a plural society involves more difficulties and responsibilities than does planning for a culturally homogenous society. (Author/JH)

ED 070 136 EA 004 548

Rowley, C. D.

**The Politics of Educational Planning in Developing Countries. Fundamentals of Educational Planning-15.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Spons Agency—Swedish International Development Authority (SIDA).

Report No—IIEP-71-II-15-A

Pub Date 71

Note—59p.; Also published in French

Available from—IIEP, 7 rue Delacroix, Paris XVI, France (B-2968, \$2.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Administrator Role, \*Developing Nations, Educational Economics, Educational Objectives, \*Educational Planning, Industrialization, Manpower Needs, Nationalism, Political Attitudes, Political Influences, Political Power, \*Politics, Religious Conflict, \*Resource Allocations, \*Social Change

This report is one of a series intended primarily for those engaged in or preparing for educational planning and administration (especially in developing countries) and for those government officials and civic leaders seeking a more general understanding of educational planning and its role in overall national development. In this booklet, the author examines the effects of development politics on the processes and responsibilities of educational planning. He argues that the political nature of education plans in developing nations places the planner in a dilemma. According to the author, if a planner adheres strictly to the ideals of education as a means for developing social equality and human potential, he becomes politically ineffective. On the other hand, the author contends, the planner without ideals can find himself used mainly as a

propagandist and a technician by the government of the day. The author feels that the task facing planners is that of balancing what is best with educational standards that are suited to the social and economic needs of the country in keeping with what is possible at the time and with the resources available. (Author/JH)

ED 070 137 EA 004 549

Pfeifer, Gary W.

**Determination and Comparison of Objectives in a School District.**

Air Force Inst. of Tech., Wright-Patterson AFB, Ohio.

Report No—GSA-MN-72-12

Pub Date Mar 72

Note—126p.; M. S. thesis, Air Force Inst. of Tech; School of Engineering

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-741-452, MF \$ .95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—\*Administrative Organization, Administrative Personnel, Boards of Education, Classification, Correlation, Data Processing, \*Educational Objectives, High Schools, \*Management, Management Information Systems, Masters Theses, \*Organization, \*Planning, Research Methodology, School Districts, Statistical Analysis

Identifiers—Delphi Technique

This research was undertaken to discover the relation among the objectives of various levels of a school district. The research was limited to the high school, school district staff, and board of education. A modification of the Delphi process was used to elicit objectives. Once the objectives were developed, they were classified by central theme and matched from level to level. A comparison of the ranked matchings from one level to the next was used to determine if the objectives were related. (Author)

ED 070 138 24 EA 004 560

Baas, Alan M.

**Early Childhood Facilities. Educational Facilities Review Series Number 9.**

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0353

Pub Date Nov 72

Contract—OEC-0-8-080353-3514

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Building Conversion, \*Child Development Centers, Disadvantaged Youth, Early Childhood Education, \*Educational Facilities, Environmental Influences, Found Spaces, \*Literature Reviews, Nursery Schools, Open Plan Schools, Physical Design Needs, \*Planning (Facilities), \*Preschool Education

The literature reviewed here indicates that all environments are occasions for learning and that the open plan approach to school design can best provide for fluid interaction between the child and his physical surroundings. The idea of enhancing a learning process through enhancing the physical environment is not new. What is new, however, is an increasing awareness of the extent to which individual differences among children relate to the ways in which they learn in any given environment. Accordingly, writers more often seek to offer architectural suggestions and to explicate educational rationales than to offer guaranteed solutions and philosophies. Topics covered in this review include vitalizing the environment, realizing the concept, planning and standards, resources, and bibliographies. Twenty of the cited documents are available from EDRS. (Author)

ED 070 139 24 EA 004 561

Baas, Alan M.

**Relocatable Classrooms. Educational Facilities Review Series Number 10.**

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0353

Pub Date Jan 73

Contract—OEC-0-8-080353-3514

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29



Descriptors—Building Design, Cost Effectiveness, Design Needs, Educational Facilities, \*Flexible Facilities, \*Literature Reviews, \*Mobile Classrooms, Planning (Facilities), \*Prefabrication, \*Relocatable Facilities, School Expansion, Space Utilization

Because of structural or financial limitations, many existing school buildings cannot be rebuilt to accommodate the flexible space requirements of such innovations as open plan teaching, individualized instruction, or modular scheduling. Schools with such buildings can keep pace with educational change by using relocatables. At the present time, there are few documents on relocatable units; more can be expected as educators explore the possibilities such units suggest for solving temporary space needs. The literature reviewed here reflects the contemporary emphasis on variable learning spaces and suggests a number of creative uses for temporary structures. To gather the documents in this review, Research in Education and Current Index to Journals in Education monthly catalogs were searched from January 1968 through September 1972. (Author)

ED 070 140 24 EA 004 637

Womer, Frank B. Lehmann, Irvin J.  
ECIS Assessment Workshop for State Department Personnel. Final Report: Part I. Six-Month Evaluation. Final Report: Part II.  
Education Commission of the States, Denver, Colo.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-1-0711

Pub Date Sep 71

Grant—OEG-0-71-4554

Note—72p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Educational Accountability, Educational Administration, \*Educational Objectives, Educational Planning, Educational Programs, \*Evaluation Needs, \*Evaluation Techniques, Program Evaluation, State Departments of Education, State Officials, \*Statewide Planning, Workshops

Identifiers—\*Assessment, Educational Progress, National Assessment

The National Assessment of Educational Progress was used as the primary model in a multistate workshop on the assessment of educational programs. One day each was devoted to the development of objectives, exercise development, sampling, administration and scoring, data analysis, and reporting and dissemination. This document concerns itself primarily with the organization and the evaluation of the workshop. The appendix provides an outline of the Colorado Assessment Program and educational assessment plans for nine other States. The results of a 6-month followup evaluation to determine the workshop's influence on State assessment plans are included. (Author/DN)

ED 070 141 24 EA 004 638

Kaya, Esin Woog, Pierre

The Relationship Between the Assignment of Educational Priorities and Their Practice. Final Report.

Hofstra Univ., Hempstead, N.Y.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-0-B-157

Pub Date 1 Jun 72

Grant—OEG-2-710-157

Note—104p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Administrator Attitudes, Affective Objectives, Analysis of Variance, \*Attitudes, \*Behavioral Objectives, Cognitive Objectives, Community Attitudes, Decision Making, \*Economic Factors, \*Educational Objectives, \*Statistical Analysis, Teacher Attitudes, Teacher Qualifications, Teaching Methods

The educational priorities of 90 key decision-makers—school administrators, teachers, and community members—from school districts representing three economic levels, were investigated to determine: (1) the types of educational objectives preferred by each group, (2) the agreements within and among the three groups of decisionmakers in these school districts of varying economic levels, and (3) the relationship between the priorities as assigned in a Q-sort and as practiced in the classroom. One hundred behavioral objectives representing the categories low-cognitive, high-cognitive, tool-skill, affective-personal, and affective-interactive were put into a Q-sort. Each person's Q-sort was subjected to an analysis of variance. Comparisons were made within and among groups of decisionmakers for different types of districts, and teachers' Q-sort preferences were correlated with their classroom practices. Two main findings emerged: (1) decisionmakers generally assign high priority to high-cognitive and affective-personal categories regardless of the group or district to which they belong and (2) teachers' classroom practices reflect heavy emphasis on tool-skill objectives rather than the categories of high preference. (Author/DN)

ED 070 142 EA 004 646

Leyton, Peter, Comp.

School Finance Reform: A Directory of Organizations.

Lawyers Committee for Civil Rights Under Law, Washington, D.C.

Spons Agency—Education Commission of the States, Denver, Colo.; National Committee for Support of the Public Schools, Washington, D.C.

Pub Date May 72

Note—44p.

Available from—Lawyers' Committee for Civil Rights Under Law, Suite 520, 733 Fifteenth Street, N.W., Washington, D.C. 20005 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Court Litigation, \*Directories, \*Educational Finance, \*Equal Education, \*Organizations (Groups), School Taxes

The purpose of this directory is to provide interested organizations, their representatives, the press, the media, citizen groups, and other interested persons with a brief summary of selected organizations and their involvement in school finance reform. The directory is arranged alphabetically, listing the name and address of the organization, the contact person, the staff size, the services and publications, litigative and legislative involvement, and research and budget. (Author)

ED 070 143 EA 004 647

Community Parity in Federally Funded Programs. A Position Paper.

Recruitment Leadership and Training Inst., Philadelphia, Pa.

Spons Agency—National Center for the Improvement of Educational Systems (DHEW/OE), Washington, D.C.

Pub Date Jun 72

Note—56p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Citizen Participation, \*Community Control, Community Involvement, Community Role, Federal Aid, \*Federal Programs, Models, \*Planning, \*School Community Relationship

This paper supports the contention that community parity is an essential condition for the successful implementation of all projects supported by the U.S. Office of Education. The paper begins with a summary of the reasoning underlying this position, followed by some recommendations designed to guide planners of future government programs in providing for effective community participation. A major portion of the paper, devoted to describing the contributions of some major analysts of community participation experiments, presents various models and their practical applications. A bibliography is appended for further study. (Author/JF)

ED 070 144 EA 004 648

Perryman, John N.

The School Administrator and the Food Service Program.

National Association of Elementary School Principals, Washington, D.C.

Pub Date 72

Note—33p.

Available from—National Association of Elementary School Principals, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (NEA Stock Number: 181-05602, \$2.50, Quantity Discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Breakfast Programs, \*Elementary Schools, \*Food Service, Food Service Workers, \*Lunch Programs, Nutrition, \*Nutrition Instruction, \*Principals

The aim of this publication is to offer information that will assist the elementary school principal in the establishment or improvement of a school lunch program. The material focuses on the necessary ingredients of an effective school food service, the necessity of nutrition education as a part of a food service program, and the importance of serving all income groups. The various types of food service programs and the role of key personnel involved in these programs are also described in some detail. A substantial bibliography is provided at the conclusion of the presentation. (JF)

ED 070 145 EA 004 649

Morley, Anthony And Others

A Legislator's Guide to School Finance.

Education Commission of the States, Denver, Colo.

Spons Agency—Council of State Governments, Washington, D.C. National Legislative Reference Conference.

Pub Date Aug 72

Note—123p.; Prepared for Special Committee on School Finance

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Costs, \*Educational Finance, \*Equal Education, Equalization Aid, Expenditure Per Student, Full State Funding, Guidelines, \*Legislators, Property Taxes, \*School Taxes, \*State Action, State Aid, State Legislation, Tax Rates

This booklet contains a brief analysis of four "real life" alternatives (Minnesota, Michigan, Kansas, and New York) for State systems of funding schools, along with a concise conceptual framework for approaching the study of school finance reform. Because the booklet was prepared as a practical guide for State legislators, the authors avoid highly theoretical discussions of school financing systems and focus on concrete issues of reform within the context of the political atmosphere of each State. The authors see the publication as a guide for interested legislators to better understand the school finance controversy now ranging across the nation and also as a valuable tool for policymakers that should assist them in making better choices when responding to that controversy. (Author)

ED 070 146 80 EA 004 652

Hanson, Gordon, Comp.

Accountability: The State of the Knowledge.

Wisconsin State Dept. of Education, Madison.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [72]

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Bibliographies, \*Educational Accountability, \*Evaluation

Identifiers—\*Assessment, Elementary Secondary Education Act Title V, ESEA Title V

This publication comprises a 144-item bibliography of articles, documents, and books on the subject of accountability. The 40 cited ERIC documents are listed separately. (JF)

ED 070 147 EA 004 653

Janeway, Sally

School Finance Reform: A Bibliography.

Lawyers Committee for Civil Rights Under Law, Washington, D.C.

Spons Agency—Council of State Governments, Washington, D.C. National Legislative Reference Conference.

Pub Date May 72

Note—33p.; Prepared for Special Committee on School Finance

Available from—National Legislative Conference, 1150 Seventeenth Street, N.W., Washington, D.C. 20036 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Bibliographies, \*Court Cases, \*Educational Finance, Equal Education, Equalization Aid, Financial Policy, \*Financial Problems, Nonpublic School Aid, Politics, Rural School Systems, \*State Action, State Aid, Urban Areas

This extensive bibliography includes articles, books, and court decisions. The books and articles are divided into subject categories such as (1) aid to private schools, (2) alternative State funding schemes, (3) legal aspects of school finance, (4) politics of school finance, (5) property tax and school finance, (6) school finance

in urban school districts, and (7) texts on school finance. Certain works of more than routine interest are highlighted. (JF)

**ED 070 148** EA 004 654

**Title I Comparability: A Preliminary Evaluation.**  
Lawyers Committee for Civil Rights Under Law,  
Washington, D. C.  
Pub Date Sep 72  
Note—74p.; Report prepared for School Finance Project

Available from—Lawyers' Committee for Civil Rights Under Law, School Finance Project, 520 Woodward Building, Washington, D. C. 20005 (\$1.00)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Compensatory Education, \*Compensatory Education Programs, Equal Education, \*Expenditure Per Student, \*Federal Aid, \*Federal Programs, \*School Districts, Student Teacher Ratio, Urban Schools

Identifiers—\*Comparability, Elementary Secondary Education Act Title I, ESEA Title I

This publication reports the results of a study of comparability data submitted by 80 of the nation's largest school districts. The study sought to determine the degree of school district compliance with USOE regulations implementing Title I of the Elementary and Secondary Education Act of 1965. Of the 80 schools, the study found that (1) 29.38 percent lacked comparability in the number of pupils per teacher, (2) 42.53 percent lacked comparability in the number of pupils per other certificated instructional staff, (3) 47.26 percent lacked comparability in the number of pupils per noncertificated instructional staff, (4) 34.23 percent lacked comparability in the expenditures per pupil for instructional salaries, and (5) 33.01 percent lacked comparability in the expenditures per pupil for other instructional costs. Recommendations for OE action are presented. Appendixes include suggestions for further research. (Appendices B, C, D, and E may photograph poorly.) (JF)

**ED 070 149** EA 004 666

**Geisinger, Robert W. Coleman, Alvin F.**  
**Year-Round School Research.**  
Pennsylvania State Dept. of Education, Harrisburg.  
Pub Date 72

Note—66p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Cost Effectiveness, \*Costs, Educational Economics, \*Elementary Schools, \*Extended School Year, \*Feasibility Studies, Models, Quarter System, School Calendars, \*Year Round Schools

Identifiers—Furno Cost of Education Index

This report describes the use of a model to compare the costs of two alternatives: initiation of a K-5, 45-15 year-round school, or the construction of an elementary school building in the Annville-Cleona, Pennsylvania, school district. The results of the analysis indicated that the initiation of a 45-15 year round plan would save the district about \$89 per pupil of total operating costs in the last 18 years of the 20 year term of the district's bond issue. For the first two years, the savings would be \$51 per pupil over the construction of a new building. Although the particular all year school plan analyzed in this situation was the 45-15 program, other specific plans with other pupil attendance arrangements could be analyzed by use of the model. (Author/JF)

**ED 070 150** EA 004 667

**45-15 and the Cost of Education. Summary.**  
Education Turnkey Systems, Inc., Washington, D.C.

Spons Agency—Prince William County School Board, Manassas, Va.

Pub Date 11 Oct 72

Note—19p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Cost Effectiveness, \*Costs, \*Educational Economics, \*Expenditure Per Student, \*Extended School Year, Initial Expenses, Operating Expenses, Quarter System, School Calendars, \*Year Round Schools

This report identifies the longrun potential for savings available to Prince William County under an efficiently managed calendar of year round operations and specifies the areas in which these savings are most likely to occur. An analysis indicates that at the only secondary school in the County under the 45-15 plan, the overall 1971-72

per pupil cost of education was 9.6 percent lower than it would have been under a traditional 9-month calendar. The report provides a detailed breakdown of this reduction in cost. Results of the analysis lead to the conclusion that substantial savings are obtainable by districts which, like Prince William County, have management teams willing and able to make the necessary though sometimes difficult decisions involved in an innovative venture such as that of the 45-15 plan. (Author/JF)

**ED 070 151** EA 004 671

**Vaughan, Jeanette G.**  
**The Pupil's Day in Court: Review of 1969. An Annual Compilation. School Law Series.**  
National Education Association, Washington, D.C. Research Div.

Report No—NEA-RR-1970-R9

Pub Date 70

Note—88p.

Available from—Publications Sales Section, National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (Stock #435-22942, \$2.00, Quantity Discounts)

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—Activism, Admission (School), Attendance, Bus Transportation, College Students, Court Cases, \*Discipline Policy, Dress Codes, Freedom of Speech, Parochial School Aid, \*Public Schools, \*School Integration, School Law, Search and Seizure, \*State Church Separation, \*Student Rights

Identifiers—Legal Liability

This report contains digests of concern to public and parochial school students as well as to students in higher education institutions. The digests were compiled from court decisions published in the National Reporter System during the 1969 calendar year. The decisions reported are from 36 States and the District of Columbia. All but four are of a civil nature, three involving pupils with contraband in their school lockers and the other one concerning breach of the peace by college students. The case digests are classified under (1) admission and attendance, (2) school desegregation, (3) student discipline, (4) pupil injury, (5) religious/sectarian education, (6) transportation, and (7) miscellaneous. A related document is ED 057 501. (Author/JF)

**ED 070 152** EA 004 672

**Vaughan, Jeanette G.**  
**The Teacher's Day in Court: Review of 1969. An Annual Compilation. School Law Series.**  
National Education Association, Washington, D.C. Research Div.

Report No—NEA-RR-1970-R8

Pub Date 70

Note—59p.

Available from—Publications Sales Section, National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (Stock #435-22940, \$1.50, Quantity Discounts)

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—\*Collective Negotiation, Contracts, \*Court Cases, Injuries, Loyalty Oaths, Salaries, School Integration, School Law, \*Teacher Certification, \*Teachers, \*Tenure

Identifiers—Legal Liability

This report contains digests of 80 court decisions with legal issues of particular interest to teachers. The material in the compilation comes from judicial decisions published during the 1969 calendar year in the National Reporter System. All but one of the cases are of a civil nature, the exception being an Illinois criminal case in which a teacher was accused of striking a student. The case digests are arranged under (1) eligibility and certification, (2) salaries, (3) contracts, (4) tenure, (5) school desegregation, (6) collective negotiation, (7) loyalty, (8) liability for pupil injury, (9) retirement, and (10) miscellaneous. The most important issues in terms of number of cases were teacher tenure, collective negotiations, and eligibility and certification. A related document is ED 056 405. (Author/JF)

**ED 070 153** EA 004 673

**Stieber, Gertrude N.**  
**Maximum Salaries Scheduled for School Administrators, 1969-70. Public-School Salaries Series.**  
National Education Association, Washington, D.C. Research Div.

Report No—NEA-RR-1970-R2

Pub Date 70

Note—100p.

Available from—Publication Sales Section, National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (Stock #435-25432, \$2.00, Quantity Discounts)

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—\*Administrative Personnel, Counselors, Librarians, Principals, \*Public School Systems, \*Salaries, School Districts, \*School Surveys, Statistical Data, Superintendents, \*Tables (Data), Teachers, Teacher Salaries

This report gives precise information on maximum salaries scheduled on a system-by-system basis for the 814 reporting districts with enrollments of 6,000 or more. Summary tables show mean and median maximum scheduled salaries, salary ranges and distributions, and relationships to salary schedules for classroom teachers. The data should be of use to superintendents and local salary committees who are considering the development or reassessment of their administrative salary schedules. A related document is ED 049 535. (Author/JF)

**ED 070 154** EA 004 674

**Brodinsky, Ben, Ed.**  
**Grading and Reporting: Current Trends in School Policies & Programs.**  
National School Public Relations Association, Washington, D.C.

Pub Date 72

Note—64p.

Available from—National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209 (Stock No. 411-12832, \$6.00, Quantity Discounts)

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—Achievement Rating, Behavioral Objectives, Board of Education Policy, \*Check Lists, Community Involvement, Computers, Elementary Schools, \*Grades (Scholastic), \*Grading, Junior High Schools, Negroes, \*Report Cards, Secondary Schools, \*Student Evaluation, Student Participation, Urban Schools

Identifiers—Dual Grading

This publication, the result of literature surveys, practitioner interviews, and data gathering from a nationwide sampling of school districts, provides information on the trends, concepts, and patterns in grading and reporting that are emerging; and describes some of the practices that are clearly favored over others. The report includes practical information on (1) ways of probing for and reporting on reading progress at all levels; (2) actual samples of innovative reporting forms from 22 schools (K-12), with an analysis of each; (3) information on methods used by 13 districts that have recently changed their grading and reporting procedures; (4) how behavioral objectives are used in report forms; (5) the use of computerized report cards; and (6) the advantages of using two or more grades instead of a single rating. (Author/JF)

**ED 070 155** EA 004 675

**Kaiser, Dale E. Webb, Glenn**  
**School Business Administration Responsibilities in Small School Districts.**

Pub Date 25 Oct 72

Note—10p.; Paper presented at International Association of School Business Officials Annual Meeting (58th, Chicago, Illinois, October 21-26, 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Administrative Organization, \*Administrative Personnel, \*Administrator Role, \*Business Administration, \*School Districts, Speeches, \*Superintendent Role

Identifiers—School District Size, \*Small School Districts

In this paper, the author reports a study that attempted to determine who actually performs specific school business administration tasks in school districts of less than 5,000-pupil enrollments. Questionnaires were sent to 2,500, randomly selected, "small" districts (out of a total of 15,686 such districts.) Study findings revealed that, consistent with the fact that less than one-third of the districts with fewer than 5,000 pupil enrollments employ school business administrators, the superintendent of schools is responsible for and performs the school business administration tasks in from 70 to 80 percent of the districts. (JF)

ED 070 156 EA 004 676

Miklos, E.  
**Planning and Development: New Roles for the Principal.**

Pub Date Oct 72

Note—18p.; Paper presented at Western Canada Educational Administrators' Conference (Banff, Alberta, October 12-14, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Administrative Principles, Administrator Characteristics, \*Administrator Role, \*Educational Objectives, \*Planning, \*Principals, Speeches  
Identifiers—Canada

In this paper, the author traces the phases in the historical development of the functions of the principalship in Canada—from administration by imitation and innovation to the administrator as planner. The author emphasizes the planning function of the principalship and suggests that by delegating more responsibility to staffs and teachers, principals will provide themselves with more time to devote to goal setting and the evaluation of alternatives. (JF)

ED 070 157 EA 004 677

Brant, Elizabeth

**Teacher Strikes, Work Stoppages, and Interruptions of Service, 1969-70. NEA Research Memo.** National Education Association, Washington, D.C. Research Div.

Report No.—NEA-RM-1970-19

Pub Date Aug 70

Note—13p.

Available from—Publications Sales Section, National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (NEA Stock #431-22938, \$4.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Statistical Data, \*Tables (Data), Teacher Administrator Relationship, \*Teacher Associations, \*Teacher Employment, \*Teacher Militancy, Teachers, \*Teacher Strikes

The information in this report reveals that an estimated 118,000 teachers participated in strike action and that an estimated 911,000 man-days of instruction were involved in work stoppages that varied in duration from one-half day to 23 days. Tables provide data on (1) man-days involved; (2) strikes and work stoppages by organization, month, and State; (3) summary of strikes and work stoppages (by type of organization involved) from January 1940 to June 1970; (4) strikes and work stoppages by school year, organization, month, and by State from July 1960 through June 1970; and (5) system-by-system listing of strikes during 1969-70. A related document, EA 004 679, covers the same information for 1970-71. (JF)

ED 070 158 EA 004 678

**Fiscal Planning for Schools in Transition. Proceedings of NEA Committee on Educational Finance National Conference on School Finance (12th, New Orleans, Louisiana, March 23-25, 1969).**

National Education Association, Washington, D.C. Committee on Educational Finance.

Pub Date 70

Note—269p.

Available from—Committee on Educational Finance, NEA, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (\$3.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Budgeting, Conference Reports, Court Cases, Decentralization, \*Educational Finance, \*Equal Education, Expenditure Per Student, \*Federal Aid, Federal Programs, \*Financial Problems, Inner City, Management Systems, Planning, Programming, Property Taxes, School Taxes, \*State Aid, Systems Approach  
Identifiers—\*Planning Programming Budgeting Systems, PPBS

This report contains 38 papers on diverse current problems, issues, and trends in educational finance. The most frequent topic of discussion concerns equality of educational opportunity. Some authors attempt a definition of equal opportunity; others present evidence that equal education is not being achieved. Other topics covered in the papers include (1) decentralization and the financing of inner city schools, (2) the role of State aid in educational finance, (3) the use of PPBS in managing education, (4) federal education programs, and (5) judicial assaults on State school finance systems. (JF)

ED 070 159 EA 004 679

Covington, Richard

**Teacher Strikes, Work Stoppages, and Interruptions of Service, 1970-71. NEA Research Memo.** National Education Association, Washington, D.C. Research Div.

Report No.—NEA-RM-1971-28

Pub Date Dec 71

Note—10p.

Available from—Publications Sales Section, National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (NEA Stock #431-25524, \$3.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Statistical Data, \*Tables (Data), Teacher Administrator Relationship, \*Teacher Associations, \*Teacher Employment, \*Teacher Militancy, Teachers, \*Teacher Strikes

The information in this report reveals that an estimated 89,651 teachers participated in strike action and that an estimated 717,217 man-days of instruction were involved in work stoppages that varied in duration from one day to 12 weeks. Tables provide data on (1) man-days involved; (2) strikes and work stoppages by organization, month, and State; (3) strikes and work stoppages (by type of organization involved) from January 1940 to June 1971; (4) strikes and work stoppages by school year, month, organization, and by State from July 1960 through June 1971; and (5) system-by-system listing of strikes during 1970-71. A related document, EA 004 677, covers the same information for the period 1969-70. (JF)

ED 070 160 EA 004 680

**Food Products Procurement, Receiving and Storage Guide.**

Kansas Association of School Business Officials, Haysville.

Pub Date 70

Note—54p.; Revised; Research Bulletin 110

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, Bids, Ethics, Evaluation Techniques, \*Food, \*Food Service Workers, \*Food Standards, Information Storage, \*Purchasing, Recordkeeping, \*Resource Guides, School District Spending, Specifications, Storage

This guide is intended as a resource document for the beginner in food services and food purchasing. The publication is divided topically by (1) purchasing procedures, (2) specifications and evaluation, (3) sources for purchasing food products, (4) storage of food products and inventory procedures, (5) type of food service management, and (6) status and future prospects of the school lunch program. (Pages 13-16, 18-21, and 30-33 may reproduce poorly.) (Author/MLF)

ED 070 161 EA 004 681

Sieber, Gertrude N.

**Staff Salaries, State Departments of Education, 1969-70. Professional, Administrative, Technical, and Clerical Positions. Public-School Salaries Series.**

National Education Association, Washington, D.C. Research Div.

Report No.—NEA-RR-1970-R7

Pub Date 70

Note—63p.

Available from—Publications Sales Section, National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (Stock #435-22934, \$1.50, Quantity Discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—\*Administrative Personnel, Chief Administrators, \*Clerical Workers, \*Professional Personnel, Public Schools, Questionnaires, \*Salaries, \*State Departments of Education, State Surveys, Tables (Data), Technical Occupations

This publication, a pilot study intended to serve as a benchmark for a future series, should prove useful to those who are working toward the improvement of State department of education personnel salaries, as well as to those interested in the development of some uniformity in position title and function for future surveys. A questionnaire sent to all State departments of education was divided into eight major sections: (1) professional and administrative employees for executive administration; (2-7) professional, administrative, and technical employees for administration and special services; for finance, business, and plant;

for instructional administration-services and instructional services; for employee personnel services; and for pupil personnel programs and services; and (8) clerical employees. Tables give State-by-State listings, and summary tables contain salary distributions, means, medians, quartiles, and ranges of salaries paid for the major functions within each major area of activity. (Author/MLF)

ED 070 162 EA 004 682

Hasenpflug, Thomas R.

**Planning Educational Facilities: The New Environment.**

Pub Date 3 Aug 72

Note—12p.; Speech given before American Management Association annual conference (7th, New York, N. Y., August 3-5, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Air Structures, Bond Issues, \*Community Influence, Curriculum Development, Decision Making, \*Flexible Facilities, Open Plan Schools, \*Planning (Facilities), \*School Design, \*Self Actualization, \*Speeches

The new environment implies a new structure for both planning and designing school facilities. Such an environment is the manifested difference between those buildings designed for learning and those designed for teaching, which becomes evident by the measure of flexibility of the facility itself and of the people within it. This new environment will succeed if designers recognize that flexibility requires (1) product awareness, both of building materials and furnishings; (2) openness that can be closed; (3) utilization of both horizontal and vertical space dimensions; (4) recognition that a school, if it is to serve the community, must be planned for more functions than merely that of housing a particular group of grade levels; and (5) recognition that, with individualization as the key, the unique purpose of the special new environment in school facilities is to create a climate and a facility for self-motivation. (Author)

ED 070 163 EA 004 683

**Florida Schoolhouse Systems Project. Second Phase Report.**

Florida State Dept. of Education, Tallahassee.

Spons Agency—Educational Facilities Labs., Inc., New York, N. Y.

Pub Date Jul 70

Note—72p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bids, Construction Costs, \*Construction Programs, \*Cost Effectiveness, Evaluation, \*Fast Track Scheduling, Graphs, Prefabrication, \*School Construction, Structural Building Systems, \*Systems Approach, Tables (Data)

Identifiers—Florida Schoolhouse Systems, School Construction Systems Development, SCSD

This report summarizes the results of a program initiated in July of 1967 that was based on the findings and recommendations of the First Phase Report, which was completed in June of 1967. Seventeen different school districts participated in systems programs, and 20 new schools and additions were completed during the 1968-69 school year. Evaluative studies of these schools by members of the Schoolhouse Systems Project indicate an agreement on the superiority of these buildings. Some of the improvements include a better learning environment, more functional space, and space that has a higher degree of future adaptability. In addition, systems construction costs were no more than those of conventionally designed buildings. Construction time was reduced significantly for systems schools—20 conventionally designed elementary schools took 14 percent longer to build than the 14 systems elementary; eight conventionally designed secondary schools took 60.5 percent longer to build than the eight systems secondaries. Problems associated with the systems approach and recommendations for future building programs are discussed. Five appendices contain a clarification of terms a list of all systems projects, the cost data for each school, the construction cost data, and a proposed construction program for 1970-73. A related document is ED 032 733. (Author/MLF)

ED 070 164 EA 004 702

**Planning the Evaluation of Educators: A Simulation. Handbook for Conducting the Simulation (For Simulation Director Only).**



National Education Association, Washington, D.C. Div. of Instruction and Development.

Pub Date 13 Mar 72

Note—76p.

Available from—Publications Sales Section, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock No. 381-11996, no price quoted)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—\*Administrative Personnel, \*Boards of Education, Citizen Participation, \*Evaluation Methods, Lesson Observation Criteria, Role Playing, \*Simulation, \*Teacher Evaluation

This publication consists of (1) the Director's handbook for conducting the simulation of planning the evaluation of educators in a hypothetical Dover City School District setting, (2) role descriptions, (3) description and rules, (4) guidelines for planning, (5) reference materials, and (6) evaluation systems. The goal of this simulation is for the participants to experience (1) the positions and attitudes of persons who should make decisions about staff evaluation in a school district; (2) the major issues that must be considered in planning for evaluation; and (3) the selection, for application of instruments of evaluation that have been developed through research testing, and experience. The 4-hour simulation, designed for use in regional or local workshops, consists of two planning sessions, a critique session, and a concluding discussion. Participants should include teachers, administrators, school board members, parents, and teachers enacting roles different from their real life positions. (Author/JF)

ED 070 165

EA 004 704

Graybeal, William S.

Teacher Supply and Demand in Public Schools, 1972.

National Education Association, Washington, D.C. Research Div.

Report No.—NEA-RR-1972-R8

Pub Date 72

Note—66p.

Available from—NEA Customer Service, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock No. 435-25506, \$2.00, Quantity Discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—\*Beginning Teachers, Curriculum, Educational Research, Public School Teachers, Statistical Data, \*Surveys, \*Tables (Data), Teacher Education, \*Teacher Shortage, \*Teacher Supply and Demand

This 25th annual NEA survey of public school teacher supply and demand estimates that the supply of qualified teachers is generally adequate, although shortages exist in some areas. To supplement these estimates, surveys were made in State departments of education and in 71 of the country's 80 largest school systems. Shortages occurred in industrial arts, special education, trade-industrial-vocational courses, mathematics, remedial reading, speech, and in distributive education. Assignments most frequently reported by the large school systems as having an oversupply of qualified applicants include social studies, Language Arts, physical and health education (male teachers), elementary level, foreign languages, art, business education, and home economics. Tables present comparative data by State and by subject area. A related document is EA 004 438. (MLF)

ED 070 166

EA 004 705

Fink, Ira Stephen, Ed.

Focus: 1980. Proceedings of the Society for College and University Planning Annual Conference (6th, San Francisco, California, August 8-11, 1971).

Society for Coll. and Univ. Planning, New York, N.Y.

Pub Date Aug 71

Note—196p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Campus Planning, \*College Planning, Community Colleges, Community Planning, Conference Reports, Consortia, Facility Utilization Research, Federal Aid, Feminism, Health Occupations Education, \*Higher Education, Institutional Research, Land Use, \*Master Plans, Minority Groups, \*Planning (Facilities)

Sixty-four conference papers concentrate on a long range view of the future of higher education in America. A diversity of participants -- administrators, faculty, students, trustees, political leaders, lay citizens, minority groups, and women are represented. The presentations are grouped under (1) the View from the State of California; (2) the View from Washington; (3) Views from California; (4) Views on Minority Group Issues; (5) Views from the Associations; (6) Views from the Innovators; (7) Views from Inside and Outside; (8) Views from Outside: Case Study (Sangamon State University); (9) Views from Outside: Case Study (Temple University); (10) Planning for the Small College: Techniques of Comprehensive Planning; (11) Planning for the Large University; (12) Planning for the Health Sciences; and (13) Diversity, Efficiency, Mobility, and Otherwise Thinking (Concluding Summary and Overview). (Author)

ED 070 167

EA 004 706

Licht, Kenneth F.

School Security and Safety.

Pub Date 21 Oct 72

Note—7p.; Speech given before Association of School Business Officials Annual Meeting (58th, Chicago, Illinois, October 21-26, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Accident Prevention, Crime, Insurance Programs, \*Management Systems, \*Safety Education, \*School Safety, School Vandalism, \*Security, Speeches

Identifiers—Risk Management, \*School Security

The author contends that safety and accident prevention should be given primary consideration in a school system's risk management program. He argues that accidents and losses are symptoms of defects in the management system. Two classes of loss discussed are (1) accidental -- injury/loss resulting from unintended events; and (2) purposeful -- losses rising out of criminal activity such as arson, vandalism, theft, riots, etc. Insurance is seen as a last resort in risk management, since insurance covers only direct loss and indirect losses are at least four times as great. A 3-phase safety and security program is described that emphasizes (1) prevention of the event (e.g., accident or criminal activity); (2) mitigation of consequences (minimize injury/loss resulting from accident/criminal activity); and (3) maximization of salvage (emergency medical treatment, cleanup, and return to normalcy). (Author)

ED 070 168

EA 004 710

Progress of Public Education in the United States of America, 1965-1966.

Department of Health, Education, and Welfare, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Spons Agency—International Bureau of Education, Geneva (Switzerland); United Nations Educational, Scientific, and Cultural Organization, Paris (France)

Report No.—OE-10005-66-A

Pub Date 66

Note—77p.; report of USOE to UNESCO/International Bureau of Education Joint International Conference (29th, Geneva, Switzerland, June 27-July 9, 1966)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conference Reports, Enrollment Trends, Evaluation, \*Expenditures, \*Mathematics Curriculum, \*Mathematics Education, \*Public Schools, \*Statistical Data, Tables (Data), Teacher Education

This document is divided into two sections: general statistics on education in the United States and descriptions of changes in mathematics education in the U.S. Many tables and charts describe the structure of United States education, enrollment trends, expenditure patterns and revenue receipts, international enrollment, and staffing and classroom space. The section on mathematics education describes changes in mathematics curriculum and evaluation procedures that have taken place at elementary, secondary, and college levels. Mathematics equipment and learning aids, teacher education, and mathematics research are also discussed. Descriptions of federal and professional organizations that support programs for improving mathematics education conclude the presentation. A related document is ED 038 523. (Photographs may reproduce poorly.) (DN)

ED 070 169

EA 004 711

Productivity in Education: Measuring and Financing. Proceedings of NEA Committee on Educational Finance National Conference on School Finance (14th, Milwaukee, Wisconsin, March 28-30, 1971.)

National Education Association, Washington, D.C. Committee on Educational Finance.

Pub Date 72

Note—184p.

Available from—Committee on Educational Finance, NEA, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock No. 511-20836, \$3.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—\*Budgeting, \*Cost Effectiveness, Costs, Court Cases, \*Educational Accountability, \*Educational Finance, \*Equal Education, Federal Aid, Financial Problems, Full State Funding, Performance Contracts, Resource Allocations, School Taxes

Identifiers—New Brunswick Experiment, Planning Programming Budgeting Systems, PPBS, Revenue Sharing

This report consists of 19 conference papers, most of which focus on the current problems, issues, and trends in educational finance; while several deal with cost effectiveness and levels of productivity. Since the concept of productivity focuses on outputs, other papers are concerned with the output-oriented concepts of accountability and performance contracting. Other topics covered include: (1) federal categorical aid and revenue sharing, (2) school budgeting, (3) the use of PPBS, (4) the role of the courts in assuring equal educational opportunity, (5) reforms of State and local tax systems, and (6) New Brunswick's (Canada) 100 percent provincial support system. (JF)

ED 070 170

EA 004 712

Candau, Pierre

Recent Trends in Collective Bargaining. International Management Seminar (Castelfusano, September 21-24, 1971.) International Seminars 1971-1. Final Report.

Organisation for Economic Cooperation and Development, Paris (France). Directorate for Manpower and Social Affairs.

Pub Date 72

Note—78p.

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Collective Bargaining, Contracts, \*Employment Problems, \*Government Role, Grievance Procedures, \*Industrial Relations, Industry, \*International Organizations, International Programs, Labor Unions, Seminars, Wages

In this monograph, the author summarizes the findings of a seminar on collective negotiation that was conducted by representatives of several countries. The report (1) examines the ideas contributed that concern the roles of the different social partners; (2) discusses the structure of collective bargaining at the international, interindustry, industry, or firm levels; (3) examines the various matters that may be negotiated -- including rules of form, working conditions, and wages; and (4) sums up the major conclusions drawn and the recommendations made for improving the effectiveness of collective bargaining. A list of seminar participants is appended. (JF)

ED 070 171

EA 004 713

Oversight Hearing on Elementary and Secondary Education. Hearing Before the Committee on Education and Labor, House of Representatives, Ninety-Second Congress, Second Session on H.R.44, H.R.981, H.R.6179, H.R.7796, H.R.12695, and Related Proposals. Operation of Federal Support for Elementary and Secondary Education and the Future Direction of Federal Support for Elementary and Secondary Education.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 23 Feb 72

Note—207p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Disadvantaged Youth, \*Educational Finance, Educational Quality, Elementary Schools, \*Federal Aid, \*Federal Government,

\*Federal Programs, Financial Problems, Inner City, Secondary Schools, \*Urban Education

This document contains statements, letters, articles, and supplemental materials submitted by congressmen and educational representatives on categorical aid and general aid to education. The materials cover a broad spectrum of Federal programs. Many of the articles and statements focus on the problems of urban education. (JF)

ED 070 172 EA 004 714

**National Educational Assessment: Pro and Con.**

American Association of School Administrators, Washington, D.C.; National Education Association, Washington, D.C.

Pub Date 66

Note—56p.

Available from—Publications-Sales Section, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. (Stock No. 382-11768, \$1.00, Quantity Discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Achievement Tests, Comparative Analysis, Comparative Testing, Curriculum Evaluation, \*Evaluation, Evaluation Methods, National Competency Tests, National Norms, \*Sampling, \*Testing, \*Test Interpretation, Test Validity, \*Test Wiseness

Identifiers—\*National Assessment of Educational Progress

In this publication, designed to serve interested laymen as well as educators, various authors explore the viewpoints of the proponents and the opponents of the National Assessment Program. In their analysis of assessment and its related issues, these authors attempt to provide information that could serve as a basis for an objective consideration of the limitations, possibilities, and implications of the Program. Central to the discussions covered in the six papers is the question of the use of tests as a means of carrying out the assessment goals and the implications of having a pilot program run by a private concern such as the Carnegie Corporation. The presentation concludes with a transcript of the White House Conference assessment debate (July 20, 1965), the resolution of the Council of Chief State School Officers on measurement and reporting of educational results (November 1965), the ASCD Executive Committee statement of guidelines for national assessment of educational outcomes (January 1966), and the AASA Resolution concerning national testing and curriculum (February 1966). (Author/EA)

ED 070 173 EA 004 715

**Report of the Task Force on Corporal Punishment.**

National Education Association, Washington, D.C.

Pub Date 72

Note—30p.

Available from—Publications Sales Section, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. (Stock No. 381-12010, \$1.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Behavior Development, \*Behavior Problems, \*Discipline, \*Discipline Policy, \*Educational Legislation, State Laws, \*Student Teacher Relationship

Identifiers—\*Corporal Punishment

This report reflects positions arrived at by the Task Force as a result of extensive literature reviews; site investigations; meetings and conferences; and interviews with parents, teachers, students, and administrators. The contents include (1) findings on the use and effect of physical punishment, (2) some suggested alternatives to the use of physical punishment, (3) recommendations, and (4) a proposed model law outlawing corporal punishment. (JF)

ED 070 174 EA 004 716

**Farthing, Gene And Others**

**Merit Pay in Oregon. A Survey of Alternative Pay Plans.**

Oregon School Study Council, Eugene.

Report No.—OSSC-Bull-Vol-16-No-3

Pub Date Nov 72

Note—33p.

Available from—Oregon School Study Council, College of Education, University of Oregon, Eugene, Oregon 97403 (\$2.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Incentive Systems, \*Merit Pay, \*Salary Differentials, \*School Districts, State Surveys, Teacher Salaries

Identifiers—Oregon

This monograph reports on those districts (1) having alternative pay plans, (2) planning or studying alternative pay plans, and (3) having no alternative pay plans. No evaluation or interpretation of the data is provided. Appendixes contain (1) a list of the districts surveyed, (2) Redmond school district's 1972-73 salary schedule, and (3) the Klamath Falls differential pay proposal. (JF)

ED 070 175 24 EA 004 720

**ERIC Abstracts: A Collection of ERIC Document Resumes on Collective Negotiations and the Administrator. ERIC Abstracts Series, Number Twenty-one.**

American Association of School Administrators, Washington, D.C. National Academy for School Executives; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-8-0353

Pub Date Sep 72

Contract—OEC-0-8-080353-3514

Note—25p.

Available from—National Academy for School Executives, 1801 North Moore Street, Arlington, Virginia 22209 (\$2.00, Quantity Discounts)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Abstracts, \*Administrative Personnel, Bibliographies, Board of Education Policy, Boards of Education, \*Collective Bargaining, \*Collective Negotiation, Educational Administration, Grievance Procedures, Negotiation Agreements, Negotiation Impasses, Teacher Administrator Relationship, \*Teacher Associations

ERIC abstracts on collective negotiations and the administrator, announced in RIE through July 1972, are presented. The key terms used in compiling this collection are "administrative personnel," "collective bargaining," and "collective negotiation." The documents present materials on tactics of the negotiation process, roles of principals and administrators, management teams and demands, simulated sessions, and effective strategies for handling impasses. The following information is presented for each document: Author, title, place of publication, publisher, publication date, number of pages, ERIC document ("ED") number, price and availability, and the abstract. A subject index refers to the document listing number. The subject terms, arranged in alphabetical order, are identical to those contained in the subject index of RIE. (Author)

ED 070 176 24 EA 004 721

**ERIC Abstracts: A Collection of ERIC Document Resumes on Alternative Schooling: New Patterns in Education. ERIC Abstracts Series, Number Twenty-two.**

American Association of School Administrators, Washington, D.C. National Academy for School Executives; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-8-0353

Pub Date 72

Contract—OEC-0-8-080353-3514

Note—21p.

Available from—National Academy for School Executives, 1801 North Moore Street, Arlington, Virginia 22209 (\$2.00, Quantity Discounts)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Abstracts, \*Alternative Schools, Bibliographies, Community Involvement, \*Community Schools, Demonstration Projects, Directories, Educational Administration, Educational Experiments, Educational Innovation, \*Experimental Schools, \*School Community Relationship

ERIC abstracts on alternative schooling, announced in RIE through August 1972, are presented. The key terms used in compiling this collection are "community schools" and "experimental schools." The documents present materials on alternative learning plans, community in-

volvement in developing alternative plans, case studies, and information about starting alternative programs. The following information is presented for each document: Author, title, place of publication, publisher, publication date, number of pages, ERIC document ("ED") number, price and availability, and the abstract. A subject index refers to the document listing number. The subject terms, arranged in alphabetical order, are identical to those contained in the subject index of RIE. (Author)

ED 070 177 24 EA 004 722

**ERIC Abstracts: A Collection of ERIC Document Resumes on Assessing Educational Innovations. ERIC Abstracts Series, Number Twenty-three.**

American Association of School Administrators, Washington, D.C. National Academy for School Executives; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-8-0353

Pub Date 72

Contract—OEC-0-8-080353-3514

Note—21p.

Available from—National Academy for School Executives, 1801 North Moore Street, Arlington, Virginia 22209 (\$2.00, Quantity Discounts)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Abstracts, Bibliographies, Educational Administration, Educational Improvement, \*Educational Innovation, Educational Objectives, \*Evaluation, \*Evaluation Criteria, Evaluation Methods, Evaluation Techniques, Individualized Instruction, Measurement Techniques, \*Program Evaluation

ERIC abstracts on assessing educational innovations, announced in RIE through August 1972, are presented. The key terms used in compiling this collection are "educational innovation," "evaluation," and "evaluation criteria." The documents present materials on the change process, the choice and use of good ideas, and the development of assessment and evaluation procedures for determining the achievement of objectives. The following information is presented for each document: Author, title, place of publication, publisher, publication date, number of pages, ERIC document ("ED") number, price and availability, and the abstract. A subject index refers to the document listing number. The subject terms, arranged in alphabetical order, are identical to those contained in the subject index of RIE. (Author)

ED 070 178 24 EA 004 723

**Program Documents: A Report of Program Decision-Making.**

Far West Lab. for Educational Research and Development, Berkeley, Calif.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-6-2931

Pub Date 15 Sep 67

Contract—OEC-4-7-062931-3064

Note—335p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Communication Problems, Curriculum Development, \*Decision Making, Educational Objectives, Educational Quality, Educational Research, Evaluation, Guidance, \*Information Dissemination, \*Information Services, Information Systems, Instructional Programs, Personnel Needs, Problem Solving, Productive Thinking, \*Teacher Education, \*Teacher Education Curriculum

Identifiers—Mission Statements, Position Papers

This report presents a collection of position papers and mission statements and traces the ways in which these papers contributed to an orderly sequence of events that resulted in the choosing of the Laboratory mission. Position papers cover the areas of full education, curriculum, instructional methods, and teacher education. The alternative mission proposals, which evolved from these position papers, cover the areas of (1) personnel requirements and educational change, (2) teacher education, (3) the interaction of educational variables, (4) teacher training product assessment, (5) the goals of education, and (6) communication and information services. The "Laboratory Mission Comparison

Scale," used to compare the six proposals and to make a selection, is included. (Pages 59-97 and 164-306 may reproduce poorly.) (JF)

ED 070 179 24 EA 004 724

Lins, L. Joseph

**Organizational Structures and Operational Practices of Selected Educational R & D Centers and Educational Laboratories and of Selected Centers, Laboratories, and Institutes on One University Campus.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—WU-TR-237

Bureau No.—BR-5-0216

Pub Date Sep 72

Contract—OEC-5-10-154

Note—102p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Educational Research, \*Federal Aid, Financial Support, \*Institutional Administration, \*Institutional Role, Operations Research, Organization, Personnel, \*Research and Development Centers

This study investigates and analyzes the organizational structures, institutional ties, and operational practices of selected extramurally-supported centers, laboratories, and institutes. The primary goal is to provide one type of data, some experiences, and judgments on the basis of which an assessment might be made of the conditions of the Wisconsin Research and Development Center for Cognitive Learning. The report contains a brief history of the R & D movement in education and describes the purposes of the various education R & D centers and laboratories. Five education R & D centers, three education laboratories, and 12 other R & D centers on the University of Wisconsin campus were surveyed. The survey covered funding and the effects of funding assurance on the operation of the centers, administrative arrangements, academic vs. nonacademic organization and responsibilities, and staffing. Copies of survey letters and questions are included in the appendix. (Author/DN)

ED 070 180 24 EA 004 725

May, Robert E. Doerge, Everett G.

**An Analysis of the Informational Items and Procedures Used in the Selection of Teachers in the Public School Systems of Louisiana. Final Report.**

Louisiana State Univ. and A and M Coll. System, Baton Rouge. School of Vocational Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-2-F-114

Pub Date 1 Nov 72

Contract—OEC-6-72-733(509)

Note—130p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Performance, Academic Records, Administrative Personnel, Educational Research, Interviews, \*Personnel Directors, Personnel Policy, \*Teacher Background, Teacher Certification, \*Teacher Experience, \*Teacher Qualifications, \*Teacher Selection

This report describes a study designed to identify the informational and procedural items that school administrators believe to be useful in the selection of teachers for public school systems. The subjects for the study consisted of a panel of 11 personnel administration experts and 66 Louisiana public school personnel directors. A questionnaire was used to secure the data which were quantified according to a 5-point rating scale; and the analysis of variance was used for testing the significance of difference. Where a significant F-score resulted, the "t" technique was applied to determine the level of the difference. The study findings revealed that (1) 19 informational items were considered to be from very important to essential, 27 items to be from important to very important, 19 items to be from little importance to important, and six items of little or no importance in the selection of teachers; (2) 12 procedural items were considered to be from very important to essential, nine from important to very important, and seven from little importance to important; and (3) school districts in revising or updating their teacher selection programs should adopt the

findings of this study in their local situations. (Author)

ED 070 181 24 EA 004 726

Bratten, J. E. And Others

**Progress Report: The Development of a School District Budget Planning System (SPLAN). A Technical Memorandum.**

System Development Corp., Santa Monica, Calif.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.; Southwest Regional Educational Lab., Inglewood, Calif.

Report No.—SDC-TM-3298-005-00

Bureau No.—BR-6-2865

Pub Date 22 May 68

Contract—OEC-4-7-062865-3073

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, \*Budgeting, \*Computer Oriented Programs, Data Bases, Educational Finance, Educational Technology, \*Management Information Systems, \*Personnel Data, Salaries, \*School District Spending, Simulation, Systems Approach

The design and initial trial phase of a project to develop a computer-based budget planning system for school districts are reported in this document. From a teletype at the district office linked to a computer at System Development Corporation, a user (administrator) can retrieve specific portions or summaries of a prestored description of his personnel. In addition, an administrator can prepare alternative budgets at the teletype by modifying factors such as the salary base of the salary schedule. Analyses of data and observational notes indicate the need to incorporate this system more directly into the budget planning cycle by providing information regularly to administrators and to delete the interactive (teletype) capability. Administrators making planning decisions can readily tolerate several days' delay in obtaining the results of those decisions. (Author/DN)

ED 070 182 24 EA 004 727

**Pilot Demonstration School Workshop. Summary Report.**

Southeastern Education Lab., Atlanta, Ga.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-6-2869

Pub Date 4 Aug 67

Contract—OEC-2-7-062869-3077

Note—174p.; Work Conference Program, Daytona Beach, Florida, July 23-28, 1967

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Conference Reports, Demonstration Projects, \*Educational Change, \*Educational Experiments, Educational Improvement, Educational Planning, \*Educational Programs, Federal Aid, Federal Programs, \*Pilot Projects, Program Development, Program Evaluation, Program Proposals

This document describes the workshop, its objectives, and its participants; presents activity plan proposals for the pilot schools; and evaluates the effectiveness of the workshop in achieving its objectives. Four appendices include (1) a list of the workshop participants; (2) a schedule of the work conference program; (3) the activity plan reports for programs in each of the pilot schools, each plan describing a specific program proposal for a school -- its purpose, design, implementation, and evaluation; and (4) the evaluation sheets used to determine the effectiveness of the conference. Two maps show the locations of the Southeastern Education Laboratory pilot demonstration schools and the national network of regional education laboratories. (DN)

ED 070 183 24 EA 004 728

Howard, Marion

**To Promote Comprehensive Continuing Education Programs for School-Age Pregnant Girls. Annual Report.**

Consortium on Early Childbearing and Childrearing, Washington, D. C.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Bureau No.—BR-1-0753

Pub Date Jun 72

Grant—OEG-0-71-3954

Note—125p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Administrative Personnel, Court Cases, \*Education, \*Educational Policy, \*Information Dissemination, Marital Status, \*Pregnant Students, \*Research Utilization, School Law, State Boards of Education, State Departments of Education, Student Rights Identifiers—\*Married Students

This report describes a research utilization and information-sharing effort focused on achieving national change in educational policies and practices toward school-age pregnant girls and promoting the development of comprehensive continuing education programs for them. As a result of the effort, a new Federal education policy with respect to school-age pregnant students and young families was developed and disseminated. This and other information was shared with educational officials on both Federal and regional levels, and mechanisms for ongoing communication and consultation were developed. On a State level, chief State school officers were reached through their own meetings. In addition, southern State education officials were reached through a special conference focused solely on pregnant students. Background materials and information were distributed to all. Finally, useful pamphlets and booklets (appendices to this report) were prepared that will enable the projects and Federal, regional, and State education officials to aid more effectively those who wish to establish comprehensive continuing education programs for school-age pregnant girls. (Author)

ED 070 184 24 EA 004 729

Howard, Marion Eddinger, Lucy

**Beginning a Program for Pregnant School-Age Girls. Information Series #1.**

Consortium on Early Childbearing and Childrearing, Washington, D. C.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Bureau No.—BR-1-0753

Pub Date 72

Grant—OEG-0-71-3954

Note—30p.

Available from—Not available separately; see EA 004 728

Document Not Available from EDRS.

Descriptors—Community Involvement, \*Community Programs, \*Counseling, \*Educational Policy, Family Counseling, \*Guidelines, Health Services, Job Placement, Pregnancy, \*Pregnant Students, Social Services, State Laws, Student Rights, Vocational Education

This pamphlet provides guidelines for the development of community-based comprehensive service programs to meet the needs of pregnant adolescents living at home. According to the report, the three basic service components of such programs are (1) early and consistent prenatal care, (2) continuing education on a classroom basis, and (3) counseling on a group or individual basis. Other related services often include infant day care, services to young fathers, and vocational training and placement. Described service program ingredients cover (1) starting the program, (2) knowledge of the subject area, (3) planning for community involvement, (4) identification of the population to be served, (5) program goal establishment, (6) program funding, and (7) publicity. Related documents are EA 004 728, EA 004 730, EA 004 731, and EA 004 732. (JF)

ED 070 185 24 EA 004 730

Holmes, Myra Howard, Marion

**How Communities Finance Programs for Pregnant School-Age Girls. Information Series #2.**

Consortium on Early Childbearing and Childrearing, Washington, D. C.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Bureau No.—BR-1-0753

Pub Date 72

Grant—OEG-0-71-3954

Note—28p.

Available from—Not available separately; see EA 004 728

Document Not Available from EDRS.

Descriptors—Child Care Centers, \*Community Involvement, \*Community Service Programs, Costs, Day Care Services, \*Federal Aid, Financial Problems, \*Financial Support, \*Pregnant Students, State Aid

This pamphlet is based on data from individual program reports, unpublished materials and cor-



respondence, personal communications, site visits, a 1968 survey of programs for pregnant school-age girls, and a 1970 study of group infant care programs associated with programs for pregnant students. Since very few communities know the dollar cost of their programs for pregnant students, the authors concentrate on sources and types of funding rather than on dollar amounts needed for programs. Where possible, however, information on dollar amounts is provided. The report is organized into: (1) perspectives on funding; (2) program organization; (3) various types of direct funding—including involvement at Federal, State, and local levels—general observations on the sources of direct funds, and sources of indirect funds; and (4) trends in funding. Included are sample budgets of a few selected programs and lists of funding sources as noted by a variety of programs. Related documents are EA 004 728, EA 004 729, EA 004 731, and EA 004 732. (Author/JF)

ED 070 186 24 EA 004 731

Howard, Marion

**A Discussion of State Laws and State and Local Policies as They Relate to Education of Pregnant School-Age Girls. Information Series #3.**

Consortium on Early Childbearing and Childrearing, Washington, D. C.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D. C.

Bureau No—BR-1-0753

Pub Date 72

Grant—OEG-0-71-3954

Note—24p.

Available from—Not available separately; see EA 004 728

**Document Not Available from EDRS.**

Descriptors—\*Board of Education Policy, Community Service Programs, Educational Policy, Health Services, Marital Status, \*Pregnant Students, \*School Community Cooperation, School Law, Social Services, State Laws, \*Student Rights, \*Student School Relationship  
Identifiers—\*Married Students

This report discusses the problems with which pregnant students are faced when dealing with State laws and State and local policies regarding their status and treatment. According to the author, key considerations for any State or local policy involve (1) the pregnant student's rights and her relationship to the regular school, (2) alternatives available to pregnant students outside the regular school program, (3) the issues of choice among the above alternatives, and (4) the responsibility of the school to work with community agencies to see that a girl has access to needed social and medical services. Also provided are samples of State legislation, State and local policies, and court cases affecting pregnant students. Related documents are EA 004 728, EA 004 729, EA 004 730, and EA 004 732. (Author/JF)

ED 070 187 24 EA 004 732

Howard, Marion

**Model Components of Comprehensive Programs for Pregnant School-Age Girls. Information Series #4.**

Consortium on Early Childbearing and Childrearing, Washington, D. C.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D. C.

Bureau No—BR-1-0753

Pub Date 72

Grant—OEG-0-71-3954

Note—20p.

Available from—Not available separately; see EA 004 728

**Document Not Available from EDRS.**

Descriptors—Board of Education Policy, Community Service Programs, \*Comprehensive Programs, \*Health Services, \*Pregnant Students, School Community Programs, \*School Services, \*Social Services, Special Programs, Student School Relationship

In this report, the author identifies the needs and characteristics of the pregnant student population and discusses the components of a comprehensive program to aid these students. Starting with the three primary components—education, health services, and social services—the author presents a breakdown of each into subcomponents and describes their advantages and disadvantages as they relate to their effects on the students and on costs. Also detailed are the ease of subcomponent integration into comprehensive services and the additions necessary to insure effectiveness. Each primary component is presented as a sum total of its integral parts—e.g., education, which is discussed in terms of regular school program, standard school program other than regular school, and special school or special classes focused solely on pregnant students. Related documents are EA 004 728, EA 004 729, EA 004 730, and EA 004 731. (JF)

advantages as they relate to their effects on the students and on costs. Also detailed are the ease of subcomponent integration into comprehensive services and the additions necessary to insure effectiveness. Each primary component is presented as a sum total of its integral parts—e.g., education, which is discussed in terms of regular school program, standard school program other than regular school, and special school or special classes focused solely on pregnant students. Related documents are EA 004 728, EA 004 729, EA 004 730, and EA 004 731. (JF)

ED 070 188 24 EA 004 733

Rubin, Louis J.

**Informing the Public About Alternative Options for Financing the Public Schools. Interim Progress Report.**

Communications Coalition for Educational Change, Washington, D. C.; National Foundation for the Improvement of Education, Washington, D. C.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D. C.

Bureau No—BR-2-0399

Pub Date Sep 72

Grant—OEG-0-72-4334

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Communication (Thought Transfer), \*Educational Finance, Low Income Groups, \*Negroes, Public Opinion, \*School Support, \*School Surveys, Socioeconomic Influences, Verbal Communication  
Identifiers—Dayton, Ohio

Ways in which communications about educational finance can be custom-tailored to particular social groups was the subject of this investigation. Four socioeconomic groups in Dayton, Ohio were selected for analysis: low income blacks, low income whites, upper income blacks, and upper income whites. Fifty individuals were selected from each group to read and react to a basic document entitled, "Paying for Our Schools." On the basis of reader reactions, the basic document was customized for each audience. This document describes the survey procedures and presents the results of the survey of low income blacks to illustrate the process. (DN)

ED 070 189 24 EA 004 734

Scott, W. Richard And Others

**Task Conceptions and Work Arrangements. Research and Development Memorandum No. 97.**

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D. C.

Bureau No—BR-5-0252

Pub Date Oct 72

Contract—OEC-6-10-078

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Environment, \*Educational Innovation, \*Educational Research, Educational Technology, \*Educational Theories, \*Role Perception, \*School Organization, Task Analysis, Task Performance, Technology

This paper provides part of the theoretical underpinning for a series of studies on the environment for teaching. Addressed primarily to organizational researchers, it deals with the relation between educational innovation and the organizational structure of schools. Three assumptions made widely in previous studies relating technology to structure are questioned, and suggestions for their modification are made. The assumptions of homogeneity of technology and social structure, rationality of organizational participants, and consensus among participants on the task and the technology employed are questioned. However, the authors, while acknowledging the effect of technological factors on organizational structure, argue that such factors are both more complex and subtle in their operation than previous analyses have suggested. Specifically, it is argued that (1) not one but many technologies associated with many structures may be present in an organization; (2) organizational participants may hold differing conceptions of the nature of the technology employed; (3) different task conceptions can lead to different sets of preferences for work arrangements; and (4) nonrational fac-

tors may also enter into the formation of task conceptions and into the establishment of work arrangements. A 24-item bibliography is included. (Author/DN)

ED 070 190 EA 004 738

**Suggested Steps for Planning and Building a New School Building.**

Oregon State Board of Education, Salem.

Pub Date 18 Jul 72

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Architects, Architectural Drafting, Bids, \*Board of Education Role, Bond Issues, Contracts, Design Needs, Educational Finance, Educational Specifications, \*Guidelines, Legal Responsibility, \*Planning (Facilities), \*School Construction, School Law, Site Selection, State Departments of Education, State Laws

Many school board members are inexperienced in the construction process and unaware of the steps to be taken in school building construction. For this reason, this step-by-step outline attempts in a few short paragraphs under each step in the planning, bonding, and building stages to offer suggestions and advice to the school board members. (Author/AE)

ED 070 191 EA 004 742

Bendixen, Marian F.

**In Search of Equality: School Finance Revisited. A Report.**

National Committee for Support of the Public Schools, Washington, D. C.

Pub Date 72

Note—44p.

Available from—National Committee for Support of the Public Schools, 1424 Sixteenth Street, N.W., Washington, D. C. 20036 (\$2.00, multiple copy discounts quoted on request)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Court Cases, Educational Economics, \*Educational Finance, \*Equal Education, \*Equalization Aid, Expenditure Per Student, \*Full State Funding, \*Property Taxes, School Taxes, State Aid, Tables (Data), Tax Rates

In this report, the author describes and examines some of the policy alternatives available for the implementation of an equitable system of school finance. The author provides statistics that trace the historical disparities in interdistrict school expenditures, describes recent court challenges to school finance systems, and discusses both full state funding and equalized percentage matching alternatives. In discussing these alternatives, the author describes the effects of varying the measures of need and ability, and points out the implications of these alternatives for revenue raising in general and for property taxes in particular. (JF)

ED 070 192 EA 004 743

Keppel, Francis And Others

**Financing Public Schools: Selected Papers from a New England School Development Council Conference (Cambridge, Massachusetts, January 7-8, 1972.) Federal Reserve Bank of Boston Conference Series No. 7.**

Federal Reserve Bank of Boston, Mass.; Harvard Univ., Cambridge, Mass. Graduate School of Education; New England School Development Council, Cambridge, Mass.

Pub Date Jan 72

Note—122p.

Available from—Public Information Center, Federal Reserve Bank of Boston, Boston, Massachusetts 02106

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Conference Reports, Cost Effectiveness, Costs, Court Cases, \*Educational Finance, \*Equal Education, Equalization Aid, \*Federal Aid, \*Full State Funding, \*Property Taxes, State Action, State Aid, State School District Relationship

Identifiers—\*National Education Trust Fund

This publication contains papers by experts on various current problems in the field of education finance. The authors and their topics are: (1) Francis Keppel, "The Cost-Revenue Squeeze"; (2) Steven J. Weiss and Deborah Driscoll, "Comparative School Finance Data, New England States vs. California"; (3) Arthur E. Wise, "Inequities in the Benefits and Burdens of Public Education"; (4) Paul R. Dimond, "The Judicial Impact"; (5) Donald R. Dwight, "Methods for Achieving a More Equitable Educational Finance

System"; (6) Robert T. Capeless, "Tax Equity and Educational Equality"; (7) Charles S. Benson, "Methods Already Tried in State-Local Support Systems"; (8) William G. Colman, "Alternative Federal Roles in School Finance"; (9) James B. Conant, "Full State Funding"; (10) A. Edward Simon, "Governor Milton J. Sahpp's Proposal for a National Education Trust Fund"; and (11) Francis Keppel, "The Continuing Responsibility of Educators." (Author/JF)

**ED 070 193** EA 004 744  
Seastone, D. A.

**Changing Bases for Educational Finance.**

Pub Date Oct 72

Note—20p.; Paper presented at Western Canada Educational Administrators Conference (Banff, Alberta, October 12-14, 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Educational Finance, Equal Education, Federal Aid, \*Federal State Relationship, Full State Funding, \*Property Taxes, \*School Funds, School Taxes, Speeches, State Aid, \*State School District Relationship

Identifiers—Canada, New Brunswick Experiment

If the property tax in Alberta becomes more restricted to the financing of property services, educational program budgets can look to federal, provincial, and local sources of incremental and replacement revenues. At the federal level, unconditional grants might be appropriate, similar to the 50-percent of operating costs grants now used for post-secondary education; a federal value-added tax could be enacted for distribution to provinces or municipalities on a population or enrollment basis; and the Federal Government could absorb the costs of social welfare programs now financed at municipal levels. At the provincial level, the most likely alternative to local property taxes for education is the complete absorption of education expenditures along the lines of the New Brunswick experiment. At the local level, incremental tax sources, such as municipal income and sales taxes, could be administered at the provincial level and rebated to municipalities (if and when Alberta joins the other nine provinces in levying a general sales tax). From a revenue and equity point of view, the province may also want to reconsider the death and estate tax as a source of revenue since the Federal Government has withdrawn from this tax field. (Author)

**ED 070 194** EA 004 745  
Jordan, K. Forbis

**The School Finance Reform Movement: Implications for School Business Administration.**

Pub Date 25 Oct 72

Note—19p.; Paper presented at Association of School Business Officials Annual Meeting (58th, Chicago, Illinois, October 21-26, 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Administrative Personnel, \*Costs, Educational Economics, \*Educational Finance, \*Equal Education, Equalization Aid, Expenditure Per Student, Full State Funding, Management, \*Rural Urban Differences, School Taxes, \*Special Programs, Speeches, State Aid, Student Transportation

In this speech, the author summarizes the economic and political issues relating to the current interest in school finance reform and discusses the research efforts of the National Educational Finance Project. He focuses on those efforts of direct relevance to school business administration—cost differentials among educational programs, alternative approaches for supporting auxiliary programs, and alternative State school support programs. (Author)

**ED 070 195** EA 004 746  
Listokin, David

**Funding Education: Problems, Patterns, Solutions.**

Rutgers, The State Univ., New Brunswick, N. J. Center for Urban Policy Research.

Spons. Agency—Department of Housing and Urban Development, Washington, D.C.; New Jersey

Pub Date Jan 72

Note—107p.

Available from—The Center for Urban Policy Research, Rutgers University, Building 4051—Kilmer, New Brunswick, New Jersey 08903 (\$5.00)

**Document Not Available from EDRS.**

Descriptors—\*Educational Finance, \*Equal Education, \*Equalization Aid, \*Expenditure Per

Student, Federal Aid, Foundation Programs, Full State Funding, \*Property Taxes, State Action, State Aid, Tables (Data), Tax Rates, Urban Areas

Identifiers—New Jersey

This analysis provides an overview of the educational finance problem, particularly as it relates to property tax burdens and equality of education. It also describes some systems of State funding and outlines and evaluates possible solutions to the finance problem. Some of these solutions include (1) increased Federal aid, (2) a local nonproperty tax, (3) regionalization, (4) modification of New Jersey's foundation program, (5) the proposal of the advisory commission on intergovernmental relations, and (6) total State funding. Numerous illustrative charts and tables are provided. Appendixes provide charts that show (1) local tax rates as a function of various funding programs, (2) State costs as a function of various funding programs, and (3) local tax rates as a function of multiple funding options. (JF)

**ED 070 196** EA 004 747  
Friesen, Edwin And Others

**1971-72 Report of Merit Pay Committee.**

Wichita Unified School District 259, Kans.

Pub Date 10 Mar 72

Note—6p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Boards of Education, \*Educational Accountability, \*Effective Teaching, \*Evaluation Methods, Feasibility Studies, \*Merit Pay, Salary Differentials, \*Teacher Evaluation, Teacher Salaries

Identifiers—Wichita Unified School District

This report describes the procedures followed and the recommendations made by a committee formed to study the possibility of initiating some type of merit pay plan in the Wichita, Kansas public school system. Although the committee made efforts to select school systems of 50,000-77,000 enrollments that had installed merit pay plans, they failed to find any such districts. The committee came to the conclusion that merit pay systems as they are currently conceived fail to improve teacher effectiveness. The study group decided that, until adequate techniques and relevant criteria for evaluating professional personnel are developed, there is little likelihood that any progress can be made toward increased accountability through the implementation of a merit pay plan. A related document is EA 004 748. (JF)

**ED 070 197** EA 004 748  
Liechti, Carroll D.

**1971-72 Survey of Merit Pay Plans in Public School Systems.**

Wichita Unified School District 259, Kans.

Pub Date Mar 72

Note—28p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Effective Teaching, \*Merit Pay, Public Schools, \*Salary Differentials, \*School Districts, \*School Surveys, Teacher Associations, Teacher Evaluation, Teacher Salaries

Identifiers—Wichita Unified School District

Eight school systems with enrollments of 50,000 to 77,000 and selected systems reported by the NEA research division as having some type of merit provision in the salary structure were surveyed by telephone. School systems in the first group surveyed reported any existing merit pay plans, any such plans being considered for the future, or any abandonment of such plans. The second group of school systems described their plans. Results of the survey revealed that not one district contacted has a currently operational merit pay plan. The author concludes that the larger the school district, the less likely it is to have a merit pay plan. However, depending on the definition of merit pay, many school systems have some salary provisions that would fit isolated definitions of merit pay. Appendixes include the questionnaire instrument and a progress report on the development of the San Diego city school merit pay plan. A related document is EA 004 747. (JF)

**ED 070 198** EA 004 749  
Brown, F. R.

**Risk Management and Retention.**

Pub Date 23 Oct 72

Note—4p.; Speech presented at Association of School Business Officials Annual Convention.

(58th, Chicago, Illinois, October 23-25, 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Administrative Personnel, \*Administrative Principles, Costs, \*Decision Making, \*Insurance Programs, \*Risk, Speeches

Identifiers—\*Risk Management

The objective of risk management is the reduction of the adverse effects of risks at a minimum cost through their identification, measurement, and control. The combination of protection and cost chosen should be based on the best data available and designed for a school's unique need. Risk management involves (1) discovery or identification, (2) measuring possible losses, (3) choosing the best alternative solution to the problem, and (4) implementing the decision. Alternative solutions usually involve risk avoidance or risk retention. Risk of large losses may be insured. (Author/JF)

**ED 070 199** EA 004 750  
Spillane, Robert R.

**Cooling or Coping? School-Community Tensions.**

Pub Date 3 Aug 72

Note—12p.; Speech presented at American Management Association Annual Conference. (8th, New York, N.Y., August 3-5, 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Community Involvement, \*Conflict Resolution, \*Decision Making, Ethnic Groups, Ethnic Relations, \*Information Dissemination, Ombudsmen, \*Race Relations, Racial Attitudes, Racial Factors, School Community Relationship

We live in a time of rising ethnic and racial tensions, great public frustrations, and great demands on school systems. A school district needs to develop a system that allows for the most effective working relationship between the school and the community, that facilitates the solution of problems, and that nurtures the growth of new ways to assist students. Such a system requires (1) the dissemination of information about the schools and the individual student, (2) the personnel to facilitate conflict resolution, and (3) the involvement of the community in the decision making process within the legal structure of the school district. The entire community and each ethnic group should become involved in the care of its children. (Author)

**ED 070 200** EA 004 751  
Tolmach, Judy

**Student Housing. A Report.**

Educational Facilities Labs., Inc., New York, N.Y.

Pub Date Sep 72

Note—83p.

Available from—Educational Facilities Laboratories, Inc., 477 Madison Avenue, New York, New York 10022 (\$2.00)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Building Conversion, Building Improvement, \*College Housing, Component Building Systems, Cooperatives, \*Dormitories, Educational Finance, Enrollment Projections, \*Humanization, Management, \*Planning (Facilities), Residential Colleges, Student Attitudes, \*Student Needs, Student Participation, Student Rights

Identifiers—Industrialized Building

This publication describes economical ways to provide better housing for students and provides examples of workable solutions to the problem at various colleges and universities. For more economical and better housing, the author recommends (1) humanizing existing dormitories by changing the standard double rooms into suites of bedrooms with a shared living room and (2) building suites or apartment-type accommodations for colleges when new residences are required. The book also touches on alternatives to traditional methods for obtaining new residences through management techniques, leasing buildings, or forming co-ops. Sources are listed for further information on projects described in the publication. (Photographs may reproduce poorly.) (Author/MLF)

**ED 070 201** 88 EA 004 752  
Planning and Operation of an Educational Park.

**Final Report.**

Grand Rapids Public Schools, Mich.

Spons. Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Bureau No—68-5101

Pub Date Jul 71

Grant—OEG-0-8-0510-2849

Note—167p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Academic Achievement, Bus Transportation, Cooperative Programs, \*Educational Innovation, \*Educational Parks, Parent Attitudes, Planning (Facilities), Pregnant Students, \*Program Evaluation, Questionnaires, Racial Balance, School Environment, \*Secondary Education, Student Attitudes, Summer Programs, Teacher Attitudes, \*Urban Education

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Shared Facilities

The purpose of the Grand Rapids Educational Park project is to develop the best possible working model of an area center located in downtown Grand Rapids, which would offer specialized courses for junior and senior students residing in the Grand Rapids metropolitan area. This report documents a 3-year pilot project, from the summer of 1968 through the 1970-71 school year, in which some juniors and seniors from public and nonpublic schools were transported to facilities in the central downtown areas for special courses under the umbrella of an Educational Park. The courses taught in the Educational Park met one or more of three criteria: (1) the course carried such low enrollment that it could not be offered at the base school, (2) the course facilities were too expensive to be available at all schools, and (3) the course required teachers whose skills and training were in short supply. A school for pregnant teenagers also operated within this program. The report includes data on students' perceptions of the effect on their academic and social lives of attending these classes; the perceptions of the faculty of the effects on students; the actual effects on participation in cocurricular activities of students; and perceptions held by parents of the effects on their children. (MLF)

**ED 070 202 EA 004 753****Specifications for the First CSP Building System.**

Detroit Public Schools, Mich.

Spons Agency—Detroit Board of Education, Mich.; Educational Facilities Labs., Inc., New York, N.Y.

Pub Date 16 Nov 70

Note—230p.

**EDRS Price MF-\$0.65 HC-\$9.87**

Descriptors—Architects, Architectural Elements, Bids, \*Component Building Systems, Construction Management, Contracts, Controlled Environment, Critical Path Method, Facility Requirements, Fast Track Scheduling, Legal Responsibility, Lighting, Planning (Facilities), \*School Construction, \*Specifications, Structural Building Systems, \*Systems Approach

Identifiers—\*Construction Systems Program

The specifications cover the construction of additions to four schools in the Detroit School District. The Construction Systems Program (CSP) was utilized in an attempt to (1) reduce the cost of school construction and provide improved value for the building dollar in terms of function, environment, first cost, and maintenance cost; (2) accelerate construction time; and (3) provide the occupants greater flexibility to better meet educational needs. This document is arranged according to the information for bidders; the contract requirements; and the specifications for the sub-systems of structure, atmosphere, lighting-ceiling, interior space division, and vertical skin. Addendums cover scheduling requirements, fire protection interpretations, and specification clarifications. Terms are defined; owner, contractor, and architect responsibilities are outlined; and proposal forms are supplied. (Pages II-1-8 and II-2-2 may reproduce poorly.) (Author/MLF)

**ED 070 203 EA 004 754**

Gould, Geoff

**School Lunch Breakthrough: Politics, Technology Spur Expansion of Food Programs. An Educational U.S.A. Special Report.**

National School Public Relations Association, Arlington, Va.

Pub Date 72

Note—67p.

Available from—National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209. (Stock #411-12842, \$4.00)

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—\*Breakfast Programs, Economic Disadvantage, Federal Aid, Food Handling Facilities, \*Food Service, Food Standards,

Hunger, \*Lunch Programs, \*National Programs, \*Nutrition, Nutrition Instruction, State Federal Support

Identifiers—Universal School Lunch Program

In this document, the author traces the history of, explains the revisions to, and points up the political issues involved in the National School Lunch Act of 1964 and the Child Nutrition Act of 1966. The author cites research that establishes the adverse effect of malnutrition on the learning process, outlines basic concepts for nutrition education, and presents arguments for and against the proposed universal free lunch program. Examples of how some school systems have coped with the bookkeeping involved in protecting the privacy of recipients of free or reduced-price meals are provided in several case studies. Also presented are some of the imaginative innovations that modern technology has produced that enable lunch to be served at old schools lacking kitchen facilities. Among these innovations are (1) "satellite" — the preparing of food (usually preportioned) in a central plant; frozen efficiency foods; the cup-can system — a prepackaged main course that is heated at the school; and contract feeding — the farming out of the school system's food business to private corporations. Suggestions are offered for establishing and improving school food programs. (MLF)

**ED 070 204 EA 004 755****Open Space Schools. Report of the AASA Commission on Open Space Schools.**

American Association of School Administrators, Washington, D.C.

Pub Date 71

Note—219p.

Available from—American Association of School Administrators, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$5.00, Quantity Discounts)

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—\*Building Plans, Classroom Furniture, Differentiated Staffs, Educational Improvement, Educational Needs, Flexible Classrooms, Individualized Instruction, \*Open Education, \*Open Plan Schools, \*Planning (Facilities), Public Schools, Relocatable Facilities, \*School Architecture, School Design, School Environment, Space Utilization, Student Centered Curriculum, Teacher Role

This publication brings together some recent examples of what the Commission believes to be noteworthy open space schools. In addition, the Commission has drawn from its own experiences with the planning, design, and construction of open space schools. The material serves to call attention to the development of open space, to offer a few suggestions that might prove helpful, and to give a report on the state of the art. The text is amply supported by photographs and sketches. (Photographs may reproduce poorly.) (Author/EA)

**ED 070 205 EA 004 764**

Worrell, William K.

**School Custodial Services: Exemplary Standards and Practices.**

Oregon School Study Council, Eugene; Oregon Univ., Eugene. Field Training and Service Bureau.

Spons Agency—Woodburn Public Schools, Ore.

Report No—OSSC-Bull-Vol-16-No-4

Pub Date Dec 72

Note—79p.

Available from—Oregon School Study Council, College of Education, University of Oregon, Eugene, Oregon 97403 (\$2.50)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Building Operation, Cleaning, \*Custodian Training, \*Employment Practices, Field Studies, Grounds Keepers, \*Job Analysis, Job Training, \*Occupational Information, Performance Criteria, \*School Maintenance, School Safety, Standards, Wages

Identifiers—\*Custodial Employees

This publication reports on research conducted on exemplary practices affecting the standards and the delivery of custodial services in schools. Specifically, the study attempted to (1) survey practices in several school districts with exemplary custodial programs and suggest a formula or formulas that would provide a logical basis for determining a custodian's workload and serve as a guide in the establishment of a legitimate work expectancy for an 8-hour shift; (2) search out

and provide sample job descriptions appropriate for a head school custodian as well as for assistants; (3) search out and provide exemplary samples of planned daily responsibilities for a custodian's job description; and (4) search out from several districts and provide information on recommended techniques, materials, equipment, and personnel training for effective and efficient school custodial services. This report is organized into four sections, each section dealing with one of the objectives stated above: (1) formulas for work schedules; (2) job descriptions; (3) samples of planned responsibilities; and (4) supplies, equipment, and personnel training. (Author)

**ED 070 206**

EA 004 775

Brodinsky, Ben, Ed.

**Federal Dollars for Local Schools. Selections from the Federal Aid Planner. A Guide for School District Administrators.**

National School Public Relations Association, Washington, D.C.

Pub Date 72

Note—79p.

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—\*Administrator Guides, Career Education, Census Figures, Environmental Education, \*Federal Aid, \*Federal Government, \*Federal Programs, Films, Government Publications, \*Grants, Handicapped Students, Program Proposals, School Districts, Suicide

The reports in this compendium discuss various aspects of federal activities in education. Several authors discuss (1) the role of the Federal Government in the 1970s; (2) the education amendments of 1972; (3) aid grantsmanship; (4) career education; (5) the education of gifted and talented students; (6) the education of the handicapped; (7) environmental education; (8) the prevention of suicides; (9) the use of census data in school administration; and (10) guides for obtaining U.S. Treasury publications, government surplus, and government films. (JF)

**ED 070 207 EA 004 781****Special Study: Inadequate Structural Assembly of Schoolbus Bodies. The Accidents at Decatur and Huntsville, Alabama.**

National Transportation Safety Board (DOT), Washington, D. C. Bureau of Surface Transportation Safety.

Report No—NTSB-HSS-70-2

Pub Date 29 Jul 70

Note—25p.

Available from—National Technical Information Service, 5258 Port Royal Road, Springfield, Virginia 22151. (PB-193-523, MF \$ .95, HC \$3.00)

**Document Not Available from EDRS.**

Descriptors—Accident Prevention, \*Assembly (Manufacturing), Cost Effectiveness, Design Needs, \*Equipment Standards, \*School Buses, \*Sheet Metal Work, \*Traffic Accidents, Traffic Safety

This study reviews some examples of injuries received in two school bus accidents; explains how the design of joints and fastenings in the buses was involved in the injuries and in the structural strength of schoolbuses; and compares schoolbus construction with construction of other types of buses that employ more efficient and complete fastenings. The study relates entirely to the type of schoolbus that is manufactured by attaching a schoolbus body to a truck chassis. The examples in this study involve different makes and models of schoolbuses. Although there are indications that the problems discussed are widespread, the study has not covered all makes and models of this general type. The study also discusses the factors of cost, safety benefits, and justice factors in the protection of the child passengers involved. (Photographs may reproduce poorly.) (Author)

**ED 070 208 EA 004 782****1971 School Facilities Planning Study. Annual Report.**

Delaware State Planning Office, Dover.

Report No—DEL-SPO-72-1622-2

Pub Date Sep 71

Note—87p.

Available from—National Technical Information Service, 5258 Port Royal Road, Springfield, Virginia 22151. (PB-211-544, MF \$ .95, HC \$3.00)

**Document Not Available from EDRS.**



Descriptors—Educational Economics, \*Educational Finance, Enrollment Projections, Facility Case Studies, \*Management Systems, Planning, \*Planning (Facilities), \*Prediction, \*Public Schools, School Funds  
Identifiers—Delaware

In order to properly evaluate capital improvement fund requests from school districts, it was deemed necessary to have an accurate knowledge of growth trends in the respective districts and also an inventory of present and projected capacities. The Preliminary School Facilities Study, published in 1970, was an initial attempt at developing these data since it was not previously being compiled by any single agency. Since enrollments in these districts can be significantly affected by external factors, such as industrial development, housing, etc., which are often dynamic in nature, it was decided to annually update this report. This year several refinements in methodology and output were made resulting in a projection error of less than 0.3 percent for the 1971 school year Statewide. By comparing enrollment projections to present and projected capacity in each district, the Delaware State Planning Office was better able to determine future funding priorities for capital improvements. (Author)

## EC

ED 070 209 EC 050 202

Cobb, Joseph A. Hops, Hyman  
Coding Manual for Continuous Observation of Interactions by Single Subjects in an Academic Setting.

Oregon Univ., Eugene. Center at Oregon for Research in the Behavioral Education of the Handicapped.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.  
Report No.—CORBEH-9  
Bureau No.—BR-7-0706

Pub Date Jul 72  
Contract—OEC-0-70-4152(607)  
Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Behavior Problems, \*Classroom Observation Techniques, \*Emotionally Disturbed, \*Exceptional Child Services, Guidelines, Interaction Process Analysis, \*Student Behavior

The manual, designed particularly for work with acting-out or behavior problem students, describes coding procedures used in the observation of continuous classroom interactions between the student and his peers and teacher. Peer and/or teacher behaviors antecedent and consequent to the subject's behavior are identified in the coding process, establishing a sequential behavioral pattern. Detailed are standardized procedures for observer interactions with academic personnel, timing within observations, and reliability checks. How to fill in the coding sheet is outlined and definitions are provided for the abbreviations used in recording source of the behavior, direction of the behavior, and type of behavior. Behaviors defined include those found fairly frequently in acting-out students. Specific rules are given for who, when, and how to code, and a sample protocol is provided. Appendixes include questions and answers concerning identification, procedural, and definitional coding problems. (KW)

ED 070 210 EC 050 203

McKeen, Cliff And Others  
Peer Interaction Rate, Classroom Activity and Teaching Style.

Oregon Univ., Eugene. Center at Oregon for Research in the Behavioral Education of the Handicapped.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.  
Report No.—CORBEH-10  
Bureau No.—BR-7-0706

Pub Date Jul 72  
Note—27p.  
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Behavior Patterns, \*Class Activities, Classroom Environment, Group Behavior, \*Interaction Process Analysis, Peer Relationship, Research Projects, \*Student Behavior, \*Teaching Methods

Relationships among peer social interaction rate, classroom activity, and teaching style were investigated to determine whether teaching style could be defined in terms of differential student interaction rates across various classroom activities. Peer interaction rates were determined in three primary level classrooms representing various teaching styles: classroom I was termed democratic (group process, self-directed learning), classroom II was authoritarian (direct instruction, frequent monitoring of behavior), and III was laissez-faire. Peer interaction rate per minute, per child was computed during six types of class activity in each classroom: teacher led activity, aide led activity, student led activity, leaderless group work, independent seat work, and transition periods. Results showed a consistent increase in peer interaction rate between teacher led and seat activity and between seat-work and transition periods in all classrooms (mean rates .19, .46, .97 respectively). Average peer interactions per 10 minutes were: five in I, two to three in II, four in III. It showed high rates during transition. Other data on interaction rate types of activities conducted were also found to reflect the three different teaching styles. (KW)

ED 070 211 EC 050 204

Cobb, Joseph A. Hops, Hyman  
Effects of Academic Survival Skill Training on Low Achieving First Graders.

Oregon Univ., Eugene. Center at Oregon for Research in the Behavioral Education of the Handicapped.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.  
Report No.—CORBEH-12  
Bureau No.—BR-7-0706

Pub Date Jun 72  
Contract—OEC-0-70-4152(607)  
Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Academic Achievement, Behavior Change, \*Exceptional Child Research, \*Grade 1, Primary Grades, Reading Ability, \*Student Behavior, \*Underachievers

The functional relationship between levels of academic survival skills (class behavior) and academic reading achievement of low-achieving students was investigated. Six were 18 first grade children from three regular classes, one of which was designated as control (N=6) and the other two as experimental (N=12). Teachers were trained in the use of reinforcement techniques to increase Attending, Working, and Volunteering behaviors and decrease Looking Around by students. Reading achievement was tested prior to, immediately following, and 4-6 weeks after the intervention period of 20 school days. Observations of class behavior using a sequential coding system were made during the same weeks of achievement testing. Results showed that the intervention procedures were effective in increasing experimental's academic survival behaviors, that the gains were maintained during the followup period, and that the behavior gains were indeed related to gains in reading achievement. For both groups, behavioral changes (gains or losses) between each assessment period were reflected in concomitant achievement changes. (KW)

ED 070 212 EC 050 205

A Guide for the Management of Special Education Programs. 1.0 A Program Management System.

Santa Cruz County Superintendent of Schools, Calif.

Pub Date 72

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Administration, Educational Accountability, Educational Objectives, \*Educational Programs, \*Exceptional Child Education, Guidelines, \*Handicapped Children, Staff Role, \*Task Analysis, Task Performance

The first volume of an eight-part series (see EC 050 206 through EC 050 212) describes a task-based management system for special education programs which attempts to provide tools for the following activities: determining individual learner objectives, calculating manpower required to attain individual learner objectives, specifying manpower needs in terms of tasks and responsibilities, and evaluating staff performance in terms of attainment of learner objectives. Components of the management system which are treated in depth in later volumes, such as an extensive listing of behavioral characteristics and a visual display

play of 700 special education tasks grouped into 20 functions, are discussed briefly. Examined are features of the task-based management system relating to staff loading, manpower requirements, skill requirements and inservice training, cooperative decision making, program and staff evaluation, resource allocation, and program budgeting and accounting. The system is described as an educational communication system based on management techniques tied directly to pupil needs through staff responsibilities and tasks. The system is intended to lead to program and administrative accountability. (GW)

ED 070 213 EC 050 206

A Guide for the Management of Special Education Programs. 2.0 Procedures for Use of the Task Base Composite.

Santa Cruz County Superintendent of Schools, Calif.

Pub Date 72

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Administration, \*Educational Programs, \*Exceptional Child Education, Guidelines, \*Handicapped Children, Program Budgeting, Program Development, Staff Role, \*Task Analysis

The second volume of an eight-part series on a task-based management system for special education programs offers detailed procedures for use of the task base composite (TBC), a listing of approximately 700 task descriptions classified under 20 functions and divided according to whether the task is necessary to support a program or directly necessary for the education of pupils. Use of the TBC is related to program definition and development, task identification, responsibility assignments, staff loading, development of job descriptions, and resource allocation. For example, task identification is said to involve the following steps: posting the TBC chart, collecting learner objectives from all teachers, estimating the total number of pupils for whom the behavioral strands apply, reviewing the TBC chart to determine which program tasks are necessary for the attainment of learner objectives, determining which of the 20 functions are required to operate the program, and determining personnel positions involved in completing each task. Included are samples of TBC position worksheets, job description forms, resource calculation sheets, procedures evaluation forms, and chart evaluation forms. (For related information, see also EC 050 205 and EC 050 207 through EC 050 212.) (GW)

ED 070 214 EC 050 207

A Guide for the Management of Special Education Programs. 3.0 Task Data Tables.

Santa Cruz County Superintendent of Schools, Calif.

Pub Date 72

Note—76p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Administration, Educational Accountability, Educational Programs, \*Exceptional Child Research, Guidelines, \*Handicapped Children, Staff Role, \*Statistical Data, \*Task Analysis, Task Performance, Time

The third document in an eight-part series on a task-based management system for special education programs presented field-gathered data (organized in the form of summary tables) on task time distribution, reported responsibility distribution, and suggested responsibility distribution for a wide range of tasks. Task time distribution charts identified the total time of all occurrences of a respective task during the sample period, the individual task's total time as compared to the total time recorded for all tasks, the number of times a task was reported to have occurred during the sample period, the average time for each occurrence of a task, median time for each occurrence of a task, the longest and shortest times required to complete a task during the study, and the frequency with which a task occurred per week. Data on reported task responsibility indicated which personnel positions were involved in the completion of various tasks and the percentage of time each task took of that position's total reported time. Data on suggested task responsibility showed what positions were agreed upon as being responsible for a given task. (For related information, see also EC 050 205, EC 050 206, and EC 050 208 through EC 050 212.) (GW)

**ED 070 215** **EC 050 208**  
**A Guide for the Management of Special Education Programs. 4.0 The Behavioral Characteristics Progression (BCP).**

Santa Cruz County Superintendent of Schools, Calif.  
 Pub Date 72  
 Note—19p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—Administration, Behavioral Objectives, \*Behavior Patterns, \*Behavior Rating Scales, Educational Accountability, Educational Objectives, \*Educational Programs, Emotionally Disturbed, \*Exceptional Child Education, Guidelines, \*Handicapped Children, Measurement Techniques, Mentally Handicapped, Task Analysis

The fourth document in an eight-part series on a task-based management system for special education programs describes the need for and development of the Behavioral Characteristics Progression (BCP), a tool for relating educator tasks to pupil progress as based upon learner objectives. The BCP is an array of 1,800 behavioral characteristics of mentally and behaviorally handicapped pupils which have been grouped into 45 categories of behavior called behavior strands. The BCP is said to provide a common jargon and format to use in discussion concerning the pupil and his progress, to offer a means of recording learner objectives and pupil progress in observable and measurable terms, to provide a basis for determining staff performance of educational tasks as correlated positively with pupil progress, and to facilitate teacher selection of behavioral objectives. The BCP chart arranges the behavioral strands according to complexity and developmental progression whereas the BCP booklet is arranged to facilitate recording of pupils' characteristics relative to a given behavior strand. Field testing of the BCP is reported. (For related information, see EC 050 205 through EC 050 207 and EC 050 209 through EC 050 212.) (GW)

**ED 070 216** **EC 050 209**  
**A Guide for the Management of Special Education Programs. 5.0 Procedures for Use of the BCP.**

Santa Cruz County Superintendent of Schools, Calif.  
 Pub Date 72  
 Note—27p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—\*Administration, Behavioral Objectives, Behavior Patterns, \*Behavior Rating Scales, \*Educational Programs, Emotionally Disturbed, \*Exceptional Child Education, Guidelines, \*Handicapped Children, Measurement Techniques, Mentally Handicapped, Observation, Records (Forms), Student Evaluation, Task Analysis

The fifth document in an eight-part series on a task-based management system for special education programs provides detailed procedures for use of the Behavioral Characteristics Progression (BCP), a listing of 1,800 behavioral characteristics of mentally and behaviorally handicapped pupils. Specified are techniques of observation and ways of recording, charting, and determining behavioral objectives. Included are a procedures checklist, a learner objectives worksheet, and a procedure evaluation form. (For related information, see also EC 050 205 through EC 050 208 and EC 050 210 through EC 050 212.) (GW)

**ED 070 217** **EC 050 210**  
**A Guide for the Management of Special Education Programs. 6.0 BCP Booklet.**

Santa Cruz County Superintendent of Schools, Calif.  
 Pub Date 72  
 Note—136p.

**EDRS Price MF-\$0.65 HC-\$6.58**

**Descriptors**—Administration, \*Behavior Patterns, \*Behavior Rating Scales, \*Educational Programs, \*Exceptional Child Education, \*Handicapped Children, Student Evaluation

The sixth document in an eight-part series on a task-based management system for special education programs presents the Behavioral Characteristics Progression, a listing of 1,800 behavioral characteristics of mentally and behaviorally handicapped pupils which have been grouped into 45 categories of behavior called behavior strands. Behavior strands cover such areas as health, feeling/eating, grooming, oral hygiene, self-identifica-

tion, sensory perception, articulation, language comprehension, listening, adaptive behaviors, impulse control, interpersonal relations, task completion, writing, music and rhythms, and arts and crafts. The behavioral characteristics are arranged in a form intended to facilitate observation and recording. (For related information, see also EC 050 205 through EC 050 209, EC 050 211, and EC 050 212.) (GW)

**ED 070 218** **EC 050 211**  
**A Guide for the Management of Special Education Programs. 7.0 The Project.**

Santa Cruz County Superintendent of Schools, Calif.  
 Pub Date 72  
 Note—17p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—\*Administration, Educational Accountability, \*Educational Programs, Evaluation Methods, \*Exceptional Child Research, \*Handicapped Children, Manpower Needs, Program Development, \*Program Evaluation, Task Analysis

The seventh document in an eight-part series on a task-based management system for special education programs reported the goals and objectives of the project, evaluation techniques employed, and project recommendations and conclusions. The project's stated goal was the development of a process for managing special education resources (staff, facilities, materials, equipment, time, and money) in a way consistent with pupil needs. Final objectives of the project focused upon three areas of program development: determining and predicting manpower needs and resource requirements, defining detailed job descriptions for all program staff based upon learner objectives, and modifying in-service programs to be consistent with the responsibilities of each staff member. Functions of the advisory committee and the audit and evaluation teams were recounted. Research-oriented tasks identified during the project's first 2 years were recommended. (For related information, see also EC 050 205 through EC 050 210 and EC 050 212.) (GW)

**ED 070 219** **EC 050 212**  
**A Guide for the Management of Special Education Programs. 8.0 Appendices.**

Santa Cruz County Superintendent of Schools, Calif.  
 Pub Date 72  
 Note—93p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—\*Administration, \*Educational Programs, \*Exceptional Child Education, \*Guidelines, \*Handicapped Children, Identification, Task Analysis

The eighth volume in an eight-part series on a task-based management system for special education programs presents definitions of terms used in the system, lists participants and consultants involved in the testing of project materials, and discusses the process of labeling exceptional children. (For related information, see also EC 050 205 through EC 050 211.) (GW)

**ED 070 220** **EC 050 242**  
**Ora, John P. And Others**  
**Instruction Pamphlet for Parents of Oppositional Children.**

George Peabody Coll. for Teachers, Nashville, Tenn.; Tennessee State Dept. of Mental Health, Nashville.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.  
 Pub Date Jan 71

Grant—OEG-0-9-520320-4535(618)

Note—49p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—\*Behavior Change, \*Behavior Problems, Behavior Theories, Emotionally Disturbed, \*Exceptional Child Services, Guidelines, \*Parent Education, Parent Role, \*Positive Reinforcement, Preschool Children

The pamphlet contains explanations and instructions for parents of oppositional preschool children (negative, destructive, or uncooperative children) who are enrolled in a Regional Intervention Project (RIP) behavior modification program. Explained in basic terms are the behavior theories related to why a child becomes oppositional and how to change his behavior through the technique of differential reinforcement. Parents are taught to attend only to desirable

behavior of the child (positive reinforcement) and to ignore undesirable behavior (withdrawal of positive reinforcement). Special instructions are given for handling dangerous or very destructive behavior which cannot be totally ignored. The pamphlet also contains instructions to technicians (other previously trained parents) for guiding the new parents through the periods of baseline, intervention, reversal, return to intervention, and eventual fading of positive reinforcement to an intermittent schedule of reinforcement. (KW)

**ED 070 221** **EC 050 243**  
**Hester, Peggy Ora, John P.**  
**Parent Training Manual Emphasizing Data Systems for Mothers and Children in a Diagnostic Preschool.**

George Peabody Coll. for Teachers, Nashville, Tenn.; Tennessee State Dept. of Mental Health, Nashville.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.  
 Pub Date Jun 72

Grant—OEG-0-9-520320-4535(618)

Note—78p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—\*Classroom Observation Techniques, \*Emotionally Disturbed, \*Exceptional Child Education, Guidelines, \*Parent Education, \*Parent Role, Preschool Children, Student Behavior

Intended for the parents (mothers) of children with behavior problems in a diagnostic intake preschool, the training manual instructs parents in methods of observing and interacting with the children. Parents are instructed in classroom observation techniques involving the collection and recording of data on rating sheets. Detailed are how to rate appropriate/inappropriate behavior each minute on the minute, and how to take 30-second samples on an individual mother or child for a 20-minute duration. Types of data gathered include mother's attention to child behavior, child's time on task, peer interaction, language sample, and specific disruptive behaviors. Objective sheets list activities to be completed by parent at each step in the training, and series of questions periodically test the parent's mastery of the data gathering and recording techniques. (KW)

**ED 070 222** **24** **EC 050 266**  
**Kafarian, Hag**  
**Study of Man-Machine Communications Systems for the Handicapped. Volume III. Final Report.**  
 Cybernetics Research Inst., Inc., Washington, D.C.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.  
 Bureau No—BR-7-0533

Pub Date 19 Jun 71

Grant—OEG-2-7-070533-4237

Note—281p.

**EDRS Price MF-\$0.65 HC-\$9.87**

**Descriptors**—\*Communication Skills, \*Cybernetics, \*Electromechanical Aids, Equipment, \*Exceptional Child Research, \*Handicapped Children, Language Ability, Typewriting

The report describes a series of studies conducted to determine the extent to which severely handicapped students who were able to comprehend language and language structure but who were not able to write or type could communicate using various man-machine systems. Included among the systems tested were specialized electric typewriting machines, a portable telephone communications system for the deaf and/or speech handicapped, and a punctiform tactile communications system for the blind. Reported upon are pilot studies in the instruction of handicapped students at field centers, the development of screening procedures to determine latent reading ability, development of assessment procedures and forms, the use of phonemes of the Armenian language for punctographic codes used by the visually handicapped, a word and picture communications system, and other variations of man-machine communication systems. Numerous photographs illustrate the equipment described. Appendices contain field center data, experimental studies, instructional procedures and programs, and handwriting and typing samples. (See EC 030 060, EC 050 267-050 270 for related reports.) (KW)

ED 070 223 24 EC 050 267

Kafafian, Haig

**Study of Man-Machine Communications Systems for Disabled Persons (The Handicapped). Volume IV. Final Report.**

Cybernetics Research Inst., Inc., Washington, D.C.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No—BR-7-0533

Pub Date 19 Jun 71

Grant—OEG-2-7-070533-4237(607)

Note—90p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication (Thought Transfer), \*Cybernetics, Electromechanical Aids, \*Exceptional Child Education, Handicapped Children, \*Instructional Materials, \*Physically Handicapped, \*Typewriting

The volume contains experimental instructional materials designed for teacher and handicapped student use with two man-machine communications systems, Cybertype and Cyber-Go-Round, developed as educational aids for the severely handicapped. Cybertype is a writing machine with various possible configurations of portable keyboards with a reduced number of keys. This permits written communication by persons who lack the motor ability or coordination to write legibly or to operate a standard typewriter keyboard. Lesson plans and exercises for learning the Cybertype keyboard constitute the major portion of the document. Also included are pilot experimental printed and pictorial slide message units for the Cyber-Go-Round system, a medium of communication utilizing slide-messages. (See also EC 030 060, EC 050 266, and EC 050 268-050 270.) (KW)

ED 070 224 24 EC 050 268

Kafafian, Haig

**Study of Man-Machine Communications Systems for Disabled Persons (The Handicapped). Volume V. Final Report.**

Cybernetics Research Inst., Inc., Washington, D.C.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No—BR-7-0533

Pub Date Jun 71

Grant—OEG-2-7-070533-4237(607)

Note—208p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Cybernetics, Electromechanical Aids, \*Exceptional Child Education, \*Instructional Materials, Lesson Plans, \*Physically Handicapped, \*Teaching Guides, \*Typewriting

Instructions are given for teaching severely physically and/or neurologically handicapped students to use the 14-key Cybertype man-machine communications system, an electric writing machine with a simplified keyboard to enable persons with limited motor ability or coordination to communicate in written form. Explained are the various possible configurations of Cybertype interfaces or keyboards, and the codes which identify the letters, symbols, and typewriter functions of the different keying positions. A set of 15 lessons for Cybertype instruction are presented, together with training exercises, tests, and supplementary instructional materials (practice exercises to augment the regular lesson plans). Typewriting exercises include practice in such activities as copying of commonly used words and sentences emphasizing certain letters, creative writing, language building, numbers and math symbols, and integrating letters, punctuation, and numerals. (See also EC 030 060, EC 050 266-050 267, EC 050 269-050 270.) (KW)

ED 070 225 24 EC 050 269

Kafafian, Haig

**Study of Man-Machine Communications Systems for Disabled Persons (The Handicapped). Volume VI. Final Report.**

Cybernetics Research Inst., Inc., Washington, D.C.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No—BR-7-0533

Pub Date Jun 71

Grant—OEG-2-7-070533-4237(607)

Note—184p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Cybernetics, Electromechanical Aids, \*Exceptional Child Education, \*Instructional Materials, Lesson Plans, \*Physically Handicapped, \*Teaching Guides, \*Typewriting

The instruction manual contains lessons for teaching severely physically and/or neurologically handicapped students to use the seven-key Cybertype electric writing machine. Unlike the 14-key keyboard, which requires bilateral coordination in arms, legs, or other parts of the body, the seven-key keyboard requires the use of only one part of the body, such as a single limb. The seven-key keyboards are operated by touching two keys, constituting a pair, sequentially. The instruction manual explains the possible configurations of Cybertype keyboards and the codes which identify the different keying positions. Fifteen lesson plans for seven-key dual-sequential keyboard are presented. Teaching guidelines are accompanied by training exercises and practice sentences. Over half the document consists of supplementary typing exercises and practice material. (See also EC 030 060, EC 050 266-050 268, EC 050 270.) (KW)

ED 070 226 24 EC 050 270

Kafafian, Haig

**Study of Man-Machine Communications Systems for Disabled Persons (The Handicapped). Volume VII. Final Report.**

Cybernetics Research Inst., Inc., Washington, D.C.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No—BR-7-0533

Pub Date Jun 71

Grant—OEG-2-7-070533-4237(607)

Note—172p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Cybernetics, Electromechanical Aids, \*Exceptional Child Education, \*Instructional Materials, Lesson Plans, \*Physically Handicapped, \*Teaching Guides, \*Typewriting

Teaching instructions, lesson plans, and exercises are provided for severely physically and/or neurologically handicapped persons learning to use the Cybertype electric writing machine with a tongue-body keyboard. The keyboard, which has eight double-throw toggle switches and a three-position state-selector switch, is designed to be used by persons who are paralyzed from the neck down but who have control of their tongue and one other body part (finger, knee, foot, elbow). The various keying positions used are identified, and 17 lesson plans are detailed for teaching the student how to write letters, numbers, and punctuation symbols and perform other typewriter functions. The majority of the instruction manual consists of supplementary instructional materials (typing exercises, practice sentences, language building exercises). Special supplementary exercises for older students are also included. (See also EC 030 060, EC 050 266-050 269.) (KW)

ED 070 227 24 EC 050 271

Parker, Ronald K. Knitzer Jane

**Day Care and Preschool Services: Trends and Issues.**

Pub Date 72

Note—74p.

Available from—Avatar Press, P.O. Box 7727, Atlanta Georgia 30309 (\$3.25)

Document Not Available from EDRS.

Descriptors—\*Child Care Centers, Disadvantaged Youth, \*Early Childhood Education, Enrollment Trends, \*Exceptional Child Research, Facilities, Financial Support, Manpower Needs, National Surveys, Standards, \*Statistics, \*Trend Analysis

Statistics on day care and preschool services (rationale, facilities, capacity, enrollment patterns, quality, federal funding) were reviewed to determine priorities for the development of an effective network of child care services in the 1970's. The following conclusions were drawn: absence of an effective financing mechanism is the single most important consideration in developing a national network of high quality child care services; creation of effective training and delivery systems is the second most important consideration; a multilevel (national, state, local) coordinating mechanism is necessary to utilize limited resources efficiently; standards and licensing procedures must focus on insuring high quality programs; population groups of children to be served must be identified clearly (possible options range from accommodation of minority status children to a commitment to meet the needs of all children); and the goals appropriate to various sponsoring agencies (child welfare services, educational systems, community-based organizations, consumer groups) must be identified.

Options for resolving each issue were considered. Data, summarized in table form, concerned such topics as comparative distributions of child care arrangements, estimated number of preschool children by race and age, component estimates of annual cost, and projection of manpower needs. (GW)

ED 070 228 24 EC 050 272

Nolan, Carson Y. Morris, June E.

**Improvement of Tactual Symbols for Blind Children. Final Report.**

American Printing House for the Blind, Louisville, Ky.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No—BR-5-0421

Pub Date 71

Grant—OEG-32-27-0000-1012

Note—88p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Exceptional Child Research, \*Map Skills, \*Tactual Perception, \*Visually Handicapped

The purpose of the project was to gain information with which to improve the quality of tactual maps for the blind. Empirical studies of the pair-comparison type were conducted, using blind students as subjects, to determine discriminable sets of areal, linear, and point symbols made in plastic and to identify discriminable sets of linear and point symbols embossed in paper. After such sets were identified, discriminable plastic symbols of the three types were combined in six pseudomaps which varied through two conditions of spacing between symbols (.090 inch and .150 inch) and through three conditions of relief (all symbols the same height, linear and point symbols higher than areal symbols but the same height, and point symbols higher than linear symbols and linear symbols higher than areal symbols). The maps were used to study how to combine such symbols. Tactual map reading behavior was analyzed using one of the pseudomaps. It was found that tactual perception, symbol legibility, map design, and map user training were closely interrelated and all played critical roles in a blind person's ability to use tactual maps. (Author)

ED 070 229 24 EC 050 273

Selznick, Harrie M. And Others

**Trainable Mentally Retarded Staff Deployment Project.**

Baltimore City Public Schools, Md.

Pub Date May 72

Note—304p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—\*Cost Effectiveness, Educational Programs, \*Exceptional Child Research, Mentally Handicapped, \*Nonprofessional Personnel, Program Descriptions, \*Staff Role, Teacher Aides, \*Trainable Mentally Handicapped

Reported was a project which revised the staffing pattern at a school for trainable mentally retarded (TMR) students in an attempt to increase the program's cost effectiveness and to maintain the quality of classroom instruction while utilizing personnel without special training in the majority of classroom assignments. Examined were the project's management and performance objectives: providing one master teacher to work with each group of three classroom interns; organizing an instructional day for nine classes containing 10 EMR students each; arranging a lunch period in which eating skills and nutritional knowledge could be taught; establishing orientation, preservice and inservice training programs for staff members; rating the progress of experimental and control groups of TMR students for psycholinguistic abilities, social maturity, and vocabulary; administering a parent questionnaire; and computing per pupil costs for instructional personnel in both control and experimental staffs. The project was evaluated in detail for each of the stated management and performance objectives. Presented were curriculum guides developed as part of the instructional program in the areas of arithmetic, pupil arrival time, arts and crafts, communication skills, home arts, and physical education. (GW)

ED 070 230 24 EC 050 274

Kates, Solis L.

**Language Development in Deaf and Hearing Adolescents.**

Clarke School for the Deaf, Northampton, Mass.



Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.

Pub Date Feb 72

Note—159p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Adolescents, \*Aurally Handicapped, Educational Background, \*Exceptional Child Research, Finger Spelling, \*Language Development, \*Manual Communication, Memory, \*Oral Communication, Verbal Ability

Investigated were aspects of language development (association, memory, comprehension, and production) in three groups (50 individuals per group) of deaf adolescents who were variously trained by the pure oral method, the combined oral-manual method, and the Rochester finger-spelling method. One hearing group was matched with the deaf in age, and another in comprehension of written language. All groups were reported to be equal on a verbal recognition memory test, but the deaf trained in the combined method showed poorer recall on the same test. The Noun Pairs Memory test showed all groups equal on the number correct and on most error categories, except that both hearing groups and the oral group imported more incorrect words from outside the test to complete the sentences. The orally trained deaf were reported to be more like both hearing groups in their comprehension of multi-meaning words and in their control over distracting associations when questions on meaning were asked. The orally trained deaf were also found to be similar to the hearing in their ability to select meaning and in choosing fewer associations when the multi-meaning words were presented in sentences. (Author/GW)

**ED 070 231**

EC 050 276

McClure, William J., Ed.

Report of the Proceedings of the Meeting of the Convention of American Instructors of the Deaf (45th, Little Rock, Ark., June 25-July 2, 1971).

Pub Date 72

Note—787p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

**EDRS Price MF-\$0.65 HC-\$26.32**

Descriptors—\*Aurally Handicapped, Communication Skills, \*Conference Reports, Educational Programs, \*Exceptional Child Education, Instructional Media, Program Descriptions, Teacher Education, Vocational Education

Identifiers—\*Convention of American Instructors of the Deaf

Presented are proceedings of the 45th meeting of the Convention of American Instructors of the Deaf, 1971, including numerous papers and discussions on the multiply handicapped, vocational education, libraries, principals and supervising teachers, curriculum, Federal programs, day programs, post secondary programs, reading and language, preschool, mathematics, communication, educational media, coaches and physical education, audiologists, and teacher preparation. Papers concern such topics as the establishment of a multiple response repertoire for noncommunicating deaf children, the organization and administration of parent education at the Carver School for the Deaf, individualizing curricula through the use of instructional packages, the role of the paraprofessional, and a community service volunteer program for students at the National Technical Institute for the Deaf. Also considered are computer-assisted instruction in language, early intervention programs, the management of deaf children from birth to 3 years of age, orosensory perception in the deaf, a doctoral program at Syracuse University in instructional technology for education of the deaf, and the present status of physical education and sports programs in residential schools for the deaf. (GW)

**ED 070 232**

EC 050 405

Webster, Ronald L.

An Operant Response Shaping Program for the Establishment of Fluency in Stutterers. Final Report.

Hollins Coll., Va.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No—56-2268

Pub Date Jun 72

Grant—OEG-0-70-2718(607)

Note—80p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Behavior Change, Computer Programs, \*Exceptional Child Research, Followup Studies, Operant Conditioning, Program Descriptions, Rating Scales, \*Reinforcement, Speech Handicapped, \*Speech Therapy, \*Stuttering, Word Frequency

Reported was a 3 week fluency shaping program in which 56 stutterers (aged 8 to 59 years) were each assisted by a single speech therapist through the following program stages: very slow speech; vowels; consonant initiated syllables; one, two, and three syllable words; short, self generated sentences; spontaneous speech; and transfer. Ss also worked with a computer system which monitored speech sound characteristics and provided feedback on the accuracy of responses. Each S was described in terms of sex, age, previous treatment indication, and stuttering frequency prior to program participation. Reported were significant pre- and post-treatment differences in Ss on measures of disfluent word frequencies. A newly derived objective index of stuttering severity was said to correlate significantly with global ratings of severity made by a speech pathologist. Post-treatment measures on the Perceptions of Stuttering Inventory made on the average of 4 months after the program were found to be significantly lower than the pre-treatment measures. Followup data collected 2 years after the program showed that significant gains in speech fluency had been retained for seven out of 10 Ss. (Author/GW)

**ED 070 233**

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EC 050 500

Merryman, Sandra Seitz, Sue

An Investigation of Factors Influencing Learning in the Mentally Retarded and Their Use in the Design of Instructional Materials. Final Report.

Austin State School, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0185

Pub Date Aug 72

Grant—OEG-0-8-070185-1750

Note—37p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Curriculum Design, \*Exceptional Child Research, \*Feedback, Instructional Materials, \*Learning Characteristics, \*Mentally Handicapped, \*Training Techniques

Reviewed was a 4 year project in which factors influencing learning in the mentally retarded were investigated by means of comparative studies on guided or prompted learning (P) and confirmation or trial and error learning (C). Previous research on P and C was summarized briefly. Examined were seven paradigmatic studies from the project which failed to show a clear superiority of either P or C. Reported was a subsequently applied study in which Ss were taught basic arithmetic skills under the following training conditions: all P, all C, P followed by C, C followed by P, and alternation of P and C. Data showed a lack of large differences in the effectiveness of various training conditions, all of which were thought to have contributed to an increased rate of learning for pupils. Practical implications for teachers of the mentally retarded were drawn in relation to pace of presentation, set for long retention interval, verbalization, intervening tests, expectancy of success, importance of particular rewards to the learner, interference resulting from similarity within the task, training method as a means of distinguishing tasks, diagnostic nature of training materials, and learner ability. (GW)

**ED 070 234**

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EC 050 501

Shames, George H. Egolf, Donald B.

Experimental Therapy for School-Age Children and Their Parents. Final Report.

Pittsburgh Univ., Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—48-2130

Pub Date 30 Jun 71

Grant—OEG-0-8-080080-3525

Note—74p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Adolescents, Children, Classification, Educational Programs, \*Exceptional Child Research, \*Parent Child Relationship, \*Parent Role, Program Development, Speech Handicapped, \*Speech Therapy, \*Stuttering, Verbal Communication

Reported were the development and testing of a therapy program for stutterers which aimed at involving parents in the treatment process. The

experimental therapy program was developed and applied to a group of 13 parent child dyads whose interaction patterns were analyzed in an attempt to identify factors pertinent to the child's stuttering. Therapeutic strategies were developed on the basis of observed parent maintenance of stuttering behaviors. Children were found to generalize their increased fluency, acquired with a therapist, to their respective parents. Positive changes in parental verbal behavior were observed. The feasibility of employing the therapy program in a school setting was tested with 13 children. The program was found to be successful in managing stuttering and feasible from the viewpoint of school administrators. Categorization of parent child interactions into 35 thematic content categories was thought to provide crucial information relating to possible maintenance factors of stuttering. It was found that parents of stutterers consistently yielded more negative profiles on the basis of the categories than did parents of nonstutterers. (Author/GW)

**ED 070 235**

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EC 050 502

Heal, Laird W.

Evaluating an Integrated Approach to the Management of Cerebral Palsy. Volume I of IV. Final Report.

Wisconsin Univ., Eau Claire.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—59-2149

Pub Date Aug 72

Grant—OEG-0-9-592149-4540(032)

Note—89p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Cerebral Palsy, Children, Cognitive Development, \*Exceptional Child Research, Perceptual Motor Coordination, Physically Handicapped, Physical Therapy, Program Descriptions, \*Self Care Skills, Socialization, \*Training Techniques

Identifiers—\*Conductive Education

The Integrated Management of Cerebral Palsy (IMCP) project evaluated the effectiveness of a program of conductive education, which was said to involve training motorically disabled children in small, motivating groups of similarly handicapped peers to actively and voluntarily pursue those movements that are both incompatible with reflexes and functional in their self care applications. The project's 13 1/2 hour per day program stressed the development of functional movement, socialization, and academic skills for 10 children (aged from 6 to 14 years) having a measured IQ under 70. The IMCP Ss were compared with 15 conventionally trained (CT) Ss on three basic dimensions of behavioral competence: functional movements, socialization, and cognitive functioning. Data indicated that the CT Ss had higher initial scores on the functional movement variables and registered significantly greater gains on several of them, whereas IMCP Ss evidenced some regression on functional movement variables. On socialization variables the IMCP Ss were comparable to the CT Ss on their initial scores and registered significantly greater gains on two of the seven measures. On cognitive measures the CT Ss had higher initial scores, but both groups made comparable gains. (For related information, see also EC 050 503 through EC 050 505.) (Author/GW)

**ED 070 236**

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EC 050 503

Heal, Laird W. And Others

Evaluating an Integrated Approach to the Management of Cerebral Palsy. Appendix A: IMCP Documentation Handbook. Volume II of IV. Final Report.

Wisconsin Univ., Eau Claire.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—59-2149

Pub Date Aug 72

Grant—OEG-0-9-592149-4540(032)

Note—313p.

**EDRS Price MF-\$0.65 HC-\$13.16**

Descriptors—\*Cerebral Palsy, Children, Curriculum Guides, Educational Programs, \*Exceptional Child Research, Physically Handicapped, Program Descriptions, Self Care Skills, Teaching Guides, \*Training Techniques

Identifiers—\*Conductive Education

The appendix is a guide to the curriculum and training procedures of the Integrated Management of Cerebral Palsy project which evaluated the effectiveness of a program of conductive edu-

cation. Introductory sections provide an overview of conductive education (training motorically disabled children in small, motivating groups of similarly handicapped peers to actively and voluntarily pursue those movements that are both incompatible with reflexes and functional in their self care applications), the definition of special terms, and the detailed description of special equipment. The project's daily calendar serves as the table of contents for the documentation entries that form the remainder of the book. Each activity listed on the calendar is associated with a letter-digit code which directs readers to a section which explains the activity in detail. Activities such as the following are covered: academic instruction, bathing, hand washing, dressing, eating, group games, exercises for the hands and arms, drinking, bedtime activities, exercises for developing gross motor skills, standing, and walking. Where appropriate, descriptions of activities include accompanying verbal instructions, rationale and functional applications for the activity, and adaptations of the activity for individuals. (For related information, see also EC 050 502, EC 050 504, and EC 050 505.) (Author/GW)

**ED 070 237** 40 EC 050 504  
Heal, Laird W.

**Evaluating an Integrated Approach to the Management of Cerebral Palsy. Appendix B: Field Test Report of the Eau Claire Functional Abilities Test and the Wolfe-Bluel Socialization Inventory. Volume III of IV. Final Report.**

Wisconsin Univ., Eau Claire.  
Spous Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.  
Bureau No.—59-2149  
Pub Date Aug 72  
Grant—OEG-0-9-592149-4540 (032)  
Note—63p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Cerebral Palsy, \*Exceptional Child Research, \*Physical Development, Physically Handicapped, Self Care Skills, \*Testing, Test Reliability, Test Validity, Training Techniques Identifiers—\*Conductive Education

The appendix examined the measurement instruments developed in the course of the Integrated Management of Cerebral Palsy project to measure functional movements and socialization skills of severely handicapped, nonambulatory cerebral palsied children who had limited speech. The field test sample consisted of 51 cases for the Eau Claire Functional Abilities Test (ECFAT) and 49 cases for the Wolfe-Bluel Socialization Inventory (WBSI). The ECFAT was found to provide a comprehensive coverage of motor skills involved in daily tasks (such as sitting, standing, walking, eating, writing, and dressing) and to evidence high test-retest reliability. The WBSI consisted of 62 items organized along the following seven subscales: self care, environmental orientation, independence, communication, emotional maturity, group interaction, and intellectual growth. Both instruments were found to have validity, comprehensive scope, and outstanding reliability. Functional ability charts for the ECFAT were included. (For related information, see also EC 050 502, EC 050 503, and EC 050 505.) (GW)

**ED 070 238** 24 EC 050 505  
Heal, Laird W.

**Evaluating an Integrated Approach to the Management of Cerebral Palsy. Appendix C: An Analysis of the Evaluation and Follow-up Data from the Institute for Movement Therapy in Budapest, Hungary. Volume IV of IV. Final Report.**

Wisconsin Univ., Eau Claire.  
Spous Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.  
Bureau No.—59-2149  
Pub Date Aug 72  
Grant—OEG-0-9-592149-4540(032)  
Note—18p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Cerebral Palsy, \*Exceptional Child Research, \*Followup Studies, Physically Handicapped, Physical Therapy, \*Program Evaluation, Self Care Skills, \*Training Techniques Identifiers—\*Conductive Education

The appendix analyzed evaluation and followup data from the Institute for Movement Therapy whose procedures the Integrated Management of Cerebral Palsy project attempted to replicate. Examined were data from over a 15 year period for

866 patients treated for a broad range of motoric disabilities. Data concerned independence in eating, dressing, writing, change of place, speech comprehension and speech production, and manual dexterity in self-care motor tasks. Analyses showed that significant and lasting gains were made in all the areas during the time patients were at the Institute. Followup data showed significant regression only in the areas of eating, dressing and change of place, and significant improvement in writing. Data were presented in table format. (For related information, see also EC 050 502 through EC 050 504.) (Author/GW)

## EM

**ED 070 239** EM 009 654  
Goldsen, Rose K.

**Clearing the Air; or How Fares the First Amendment—is It Alive and Well?**

Cornell Univ., Ithaca, N. Y. Dept. of Sociology.  
Pub Date 72  
Note—55p.

Available from—Dr. Rose K. Goldsen, Cornell University, Department of Sociology, Ithaca, New York 14850

**Document Not Available from EDRS.**

Descriptors—\*Broadcast Industry, Citizen Participation, Community Action, \*Equal Protection, \*Information Dissemination, \*Mass Media, News Media, Newspapers, Press Opinion, \*Propaganda, Publicize, Public Opinion, Public Relations, Radio, Television Identifiers—Ascertainment, Equal Time Doctrine, Fairness Doctrine, Federal Communications Commission

Intended for non-professional groups trying to make inputs into the political system but having limited access to the mass media, this manual reviews and criticizes the current status of power in the communications industry, especially in regard to ownership and control of the flow of information. Government/media relations are discussed, particularly the laws pertaining to the use of broadcast media. The emphasis of the manual is on the variety of actions groups can take to gain access to media channels, through advertising, talk shows, panel shows, and invitations to make editorial comments. In addition to a descriptive bibliography the manual also provides Federal Communications Commission (FCC) licensing information and listings of citizens groups lobbying for public rights in broadcasting. (MC)

**ED 070 240** EM 010 234  
Edwards, Verne E., Jr.

**Journalism in a Free Society.**

Pub Date 70

Note—287p.

Available from—William C. Brown Company, Publishers, 135 South Locust Street, Dubuque, Iowa 52001 (\$6.95)

**Document Not Available from EDRS.**

Descriptors—Business Responsibility, Civil Rights, Ethics, \*Freedom of Speech, \*Journalism, Language Arts, \*Mass Media, \*News Media, Newspapers, Press Opinion, Publicize, Public Opinion, Public Relations, Standards, Television, Textbooks

Broadcast and print journalism are interrelated in this book's coverage of the functions and status of the "fourth estate". A first part discusses journalism's magnitude and significance, with separate chapters offering a profile of the press, a discussion of the people's need to know, and a brief history of American journalism. The second part focuses on how journalism functions, and provides chapters on journalistic writing, reporting the news, editing the news, the influence function, the role of advertising, the role of public relations, some legal pitfalls, criticisms of the press, and press status and outlook. Appended are magazine circulation statistics, journalistic codes of ethics, a sample stylebook, and a sample headline schedule. (SH)

**ED 070 241** EM 010 274  
Williams, Frank E.

**Instructor's Manual; A Total Creativity Program for Individualizing and Humanizing the Learning Process.**

Educational Technology Publications, Englewood Cliffs, N.J.  
Pub Date 72

Note—40p.; See also EM 010 275, EM 010 276, EM 010 277, EM 010 278, EM 010 279, available only as part of the complete kit of eleven components (\$59.95)

Available from—Educational Technology Publications, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632

**Document Not Available from EDRS.**

Descriptors—\*Affective Objectives, \*Creativity, \*Elementary Education, Guides, Individualized Instruction, Instructional Materials, \*Manuals

This program, which consists of six volumes, a teaching strategies packet, and audiovisual materials, is based on a model which stresses the importance of identifying and encouraging eight thinking-feeling abilities which all children are capable of developing. The basic goals of the program are concentrated on stimulating growth in these processes. This instructor's manual is a guide to what to do with the complete package. It describes the components of the kit, presents a suggested strategy for using the program, and instructions on using the demonstration lessons cassette. The program is designed for elementary school children. (JK)

**ED 070 242** EM 010 276  
Williams, Frank E.

**Encouraging Creative Potential: A Total Creativity Program for Individualizing and Humanizing the Learning Process. Volume Two.**

Educational Technology Publications, Englewood Cliffs, N.J.

Pub Date 72

Note—175p.; See also EM 010 274, EM 010 275, EM 010 277, EM 010 278, EM 010 279, available only as part of the complete kit of eleven components (\$59.95)

Available from—Educational Technology Publications, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632

**Document Not Available from EDRS.**

Descriptors—\*Affective Objectives, Cognitive Processes, Conceptual Schemes, \*Creativity, Educational Objectives, \*Elementary Education, Individualized Instruction, Inservice Education, Interaction, \*Models, Student Behavior, \*Teaching Techniques, Textbooks

This volume of the Total Creativity Program outlines the rationale for teaching the thinking-feeling processes on which the program is based. It also suggests ways of implementing the program in the classroom. Although the program can be implemented by individual teachers, pilot studies found that a group training program was often helpful in setting up schoolwide effort. Both means of implementation are described here. As a prelude to the model on which this creativity program is based, several taxonomies of intellectual or affective growth, like Piaget's, Bloom's, Krathwohl's, and Guilford's, are described. The Cognitive-Affective Interaction (CAI) model on which this program is based has three dimensions: 1) subject matter content; 2) 18 teacher strategies, like provocative questions and tolerance for ambiguity; and 3) eight pupil behaviors, divided into cognitive and affective processes. A large section of the book describes methods for implementing the program in various subject areas using various teacher strategies. (JK)

**ED 070 243** EM 010 277  
Williams, Frank E.

**Teacher's Workbook: A Total Creativity Program for Individualizing and Humanizing the Learning Process. Volume Three.**

Educational Technology Publications, Englewood Cliffs, N.J.

Pub Date 72

Note—21p.; See also EM 010 274, EM 010 275, EM 010 276, EM 010 278, EM 010 279, available only as part of the complete kit of eleven components (\$59.95)

Available from—Educational Technology Publications, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632

**Document Not Available from EDRS.**

Descriptors—\*Affective Objectives, \*Creativity, \*Elementary Education, \*Evaluation Techniques, Individualized Instruction, Student Evaluation, \*Workbooks

This teacher's workbook which accompanies the Total Creativity Program consists of a group of checklists for the following purposes: assessing pupils, compiling and diagnosing pupil assessments, and assessing and helping teachers. (JK)

ED 070 244

Williams, Frank E.

**Media Resource Book: A Total Creativity Program for Individualizing and Humanizing the Learning Process. Volume Four.**

Educational Technology Publications, Englewood Cliffs, N.J.  
Pub Date 72

Note—77p.; See also EM 010 274, EM 010 275, EM 010 276, EM 010 277, EM 010 279, available only as part of the complete kit of eleven components (\$59.95)

Available from—Educational Technology Publications, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632

**Document Not Available from EDRS.**

Descriptors—Affective Behavior, \*Annotated Bibliographies, \*Audiovisual Aids, Bibliographies, Childrens Books, Creative Expression, \*Creative Thinking, \*Creativity, Educational Resources, \*Elementary School Curriculum, Films, Instructional Materials, Instructional Media

Books and films that are directly useful in producing the eight thinking-feeling processes of the cognitive-affective interaction (CAI) model on which this complete program is based are listed. (See volume 2, ED 010 276, for the rationale for and discussion of this model.) Ninety-two books appropriate to the pupil processes and teaching strategies of the CAI model are listed along with suggested grade level and a short annotation. Seventy films are alphabetized by title. The films are also classified by pupil process and teaching strategy. Eighteen curriculum programs or materials which are designed to develop certain thinking-feeling processes are listed alphabetically by title of program or material. Following the title is an indication of the author, publisher's name and address, components, and a list of processes which the material is to elicit within children. (JK)

ED 070 245

Williams, Frank E.

**Classroom Ideas for Encouraging Thinking and Feeling: A Total Creativity Program for Individualizing and Humanizing the Learning Process. Volume Five.**

Educational Technology Publications, Englewood Cliffs, N.J.  
Pub Date 70

Note—200p.; See also EM 010 274, EM 010 275, EM 010 276, EM 010 277, EM 010 278, available only as part of the complete kit of eleven components (\$59.95)

Available from—Educational Technology Publications, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632

**Document Not Available from EDRS.**

Descriptors—Affective Behavior, Class Activities, Creative Activities, Creative Expression, \*Creative Thinking, \*Educational Resources, \*Elementary School Curriculum, Imagination, Originality, Self Expression

This volume, the final one in the series, presents about 400 ideas which teachers can use to teach creative thinking. The ideas are classified according to teacher behavior (strategies or modes of teaching) and by types of pupil behavior, as described in the rationale for the cognitive-affective instructional (CAI) model presented in volume 2. The ideas are linked to the language arts, social studies, science, arithmetic, art and music subject areas of the curriculum. The ideas are organized for their appropriateness by grade level (early grades, middle grades, upper grades). (JK)

ED 070 246

Suppes, Patrick Morningstar, Mona

**Computer-Assisted Instruction at Stanford, 1966-68: Data, Models, and Evaluation of the Arithmetic Programs.**

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.  
Pub Date 72

Note—533p.

Available from—Academic Press Inc., Publishers, 111 Fifth Avenue, New York, N.Y. 10003 (\$15.00)

**Document Not Available from EDRS.**

Descriptors—Academic Achievement, Academic Performance, \*Computer Assisted Instruction,

EM 010 278

Computer Programs, Computers, \*Elementary School Students, Individualized Instruction, Input Output Devices, Mathematics Curriculum, \*Mathematics Instruction, Models, \*Program Evaluation, Student Reaction, Student Records

Identifiers—\*Stanford University

The 1966-68 Stanford mathematics programs in computer-assisted instruction (CAI) is reported in this book. The first part describes in detail the 1966-68 arithmetic drill and practice program which followed the similar program run in 1965-66. Part II describes the tutorial program in first and second grade mathematics at Brentwood School in East Palo Alto. Each of the two parts emphasizes three main aspects of the program: the curriculum, the operation of terminals in schools, and the behavioral analysis of student response data. An introductory chapter considers some of the issues raised by CAI and overviews the operation during 1966-68. Sections in the first part describe the curriculum and students, regression models and response data, automation models of student performance, and data on learning and evaluation. Sections in the second part cover the Stanford-Brentwood laboratory and program, the curriculum and operation of the laboratory, analysis of response data, and analysis of individual student data. Appended are more detailed supplementary materials. (SH)

ED 070 247

Jones, W. Ron, Ed.

**Deschool Primer Number Four.**

Zephyrus Educational Exchange, San Francisco, Calif.

Pub Date 72

Note—24p.

Available from—Zephyrus Exchange, Ron Jones, 1201 Stanyon Street, San Francisco, California 94117 (\$1.50)

**Document Not Available from EDRS.**

Descriptors—\*Affective Behavior, Class Activities, \*Cocurricular Activities, \*Creative Activities, \*Elementary Education, Group Activities, Resource Guides

Most of the classroom activities suggested here were tried out by teachers with their own classes. Although the activities seem most appropriate for elementary grades, they might also be used by older students, especially those in schools not tied to orthodox curriculums. Many of the activities could be linked to subject matter, but others, like baking bread, obviously have objectives which are not cognitive. The activities range from constructing a mobile which illustrates the checks and balance system of the United States government, to making use of favorite words, to solving a mystery, to pretending that the student is a Vietnamese peasant. What many of the activities have in common is the belief in creating as the basis of learning, thinking, and feeling. (JK)

ED 070 248

Lesser, Gerald S.

**Learning, Teaching, and Television Production for Children: The Experience of Sesame Street.**

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Pub Date 72

Note—41p.

Available from—Harvard Educational Review, 13 Appian Way, Cambridge, Massachusetts 02138  
Journal Cit—Harvard Educational Review; v42 n2 p231-72 May 1972

**Document Not Available from EDRS.**

Descriptors—\*Early Childhood Education, \*Instructional Television, Learning Experience, \*Learning Modalities, Prereading Experience, \*Preschool Education, Production Techniques, Sound Effects, \*Teaching Techniques, Television

Identifiers—Childrens Television Workshop, \*Sesame Street

"Sesame Street" has sought to provide a supplementary educational experience on television to help prepare children for school by stimulating their appetite for learning. Its specific goals include instruction in 1) symbolic representation—letters, numbers, and geometric forms; 2) cognitive processes—perceptual discrimination, relationships, classification; and ordering; 3) reasoning and problem-solving; and 4) "the child and his world"—concepts regarding the self, social units, social interaction, and the man-made and natural environment. This paper discusses 1) some informal principles of learning and

teaching, and 2) some production and writing methods that have been used experimentally on "Sesame Street" to achieve those goals. Examples of the former are modeling, narrow focusing, learning from format as well as content, and cross-model reinforcement. Examples of the latter are use of music and sound to catch children's attention, repetition, use of surprise and incongruity, use of animation and pixilation techniques, and the inclusion of the symbolic material to be learned within the televised dramatic action. Use of humor and diverse activities sustains children's attention. The author is chairman of the National Board of Advisors to the Children's Television Workshop, which produces "Sesame Street." (JK)

ED 070 249

Poczar, Jerry

**The Theory and Practice of Programmed Instruction: A Guide for Teachers.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 72

Note—179p.; UNESCO Monographs on Education Number 7

Available from—UNIPUB, Inc., P.O. Box 433, Murray Hill Station, New York, N.Y. 10016 (\$4.00)

**Document Not Available from EDRS.**

Descriptors—Branching, Learning Theories, Linear Programming, \*Programed Instruction, Programed Materials, \*Teaching Methods, Teaching Techniques

Identifiers—Skinner (B F), Suppes (Patrick)

A historical sketch which traces behavioral theory from Pavlov to Skinner and explains the application of Skinner's theory to teaching begins this introduction to programed instruction. Next, three models of programed courses, Skinner's, Crowder's, and skip-branching, are described. The third section, techniques for elaborating programed courses, devotes most space to traditional techniques, including defining objectives, pre- and post-tests, organizing the subject matter, and constructing a flow chart. Some space is also given to the new techniques of Patrick Suppes and the Soviet school. Finally, a section on programed instruction in class and school suggests ways the techniques may be applied in the classroom and lists aids and devices for using programed instruction. A short annotated bibliography is appended. (JK)

ED 070 250

Kuhlman, Charles Wiley, William

**The "Inside/Out" Evaluation; The First Five Programs. Part I.**

National Instructional Television Center, Bloomington, Ind.

Spons Agency—National Instructional Television Center, Bloomington, Ind.

Pub Date Jul 72

Note—67p.; See also Volume II, EM 010 318

Available from—National Instructional Television Center, Box A, Bloomington, Indiana 47401 (\$4.00 for both volumes)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Affective Behavior, Affective Tests, \*Course Evaluation, Discussion (Teaching Technique), Evaluation, \*Evaluation Techniques, Grade 3, Grade 4, Grade 5, \*Health Education, \*Instructional Television, Interviews, Mental Health, Rating Scales  
Identifiers—\*Inside/Out, National Instructional Television

The National Instructional Television health series, "Inside/Out," is designed to assist eight-to-ten year old children and their teachers in dealing with their feelings about themselves, others, and the world around them. The programs are accompanied by classroom discussion. Three methods were used to test the effectiveness of "Inside/Out." They were 1) a specially designed classroom observation system (used by trained observers) for measuring relevant categories of teacher and student discussion following the program viewing; 2) teacher and observer questionnaires dealing with teacher and student reaction to programs and discussion; and 3) in depth interviews with small groups of school children who had viewed programs in the series but not participated in classroom discussion. The first programs presented dramatic situations on the themes of expressing emotion, death, prejudice, amount of responsibility children were given. This volume of the evaluation presents summaries of



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results from observers' and teachers' questionnaires; the relation of teacher ratings of their classes' ability and socio-economic level to student understanding and appreciation of the programs; teacher attitudes toward affective learning; their reactions to the programs; and the effect of teacher participation in discussion on student participation in discussion. (JK)

**ED 070 251** EM 010 318

Kuhlman, Charles Wiley, William  
The "Inside/Out" Evaluation; The First Five Programs. Part II.

Indiana Univ., Bloomington. Bureau of Public Discussion.; National Instructional Television Center, Bloomington, Ind.

Pub Date Jul 72

Note—216p.; See also Volume I, EM 010 317

Available from—National Instructional Television Center, Box A, Bloomington, Indiana 47401 (\$4.00 for both volumes)

**EDRS Price MF-\$0.65 HC-\$9.87**

Descriptors—\*Affective Behavior, Affective Tests, \*Course Evaluation, \*Evaluation Techniques, Grade 3, Grade 4, Grade 5, \*Health Education, \*Instructional Television, Interviews, Mental Health, Rating Scales

An evaluation of the "Inside/Out" television series on health education includes a list of participating classrooms; summary statistics of children who watched each program by race and sex; introductory letters to teachers; format and instructions for training observers; observers' assessment of "Inside/Out"; teachers' evaluations of the programs with a computer-scored summary of their answers; sample observer and teacher comments from the questionnaires; condensed conversations with some student viewers of the programs; graphs of classroom interaction analysis for various shows; and computer-scored summaries of the differences between versions of the same show. For an overview of "Inside/Out" see EM 010 317. (JK)

**ED 070 252** EM 010 354

Gott, Ignacio L., Ed.

No Schools.

Hofstra Univ., Hempstead, N.Y.

Pub Date 71

Note—198p.

Available from—MSS Educational Publishing Company, Inc., 19 East 48th Street, New York, N.Y. 10017 (\$5.00)

Document Not Available from EDRS.

Descriptors—\*Alternative Schools, \*Educational Change, Educational History, \*Educational Needs, Educational Theories, Educational Trends, Education Vouchers, \*Experimental Schools, \*Open Education, Relevance (Education)

Identifiers—Deschooling

The idea of deschooling society is presented in diverse forms by this collection of criticisms, suggestions, and experiments for education. A first group of essays takes the historical perspective and examines the goals and problems of the past and their relation to our present educational system. Other articles criticize modern education, focusing on its rigidity, alienation of the student, and inapplicability to real life. A final group of essays discusses alternatives such as educational vouchers, free schools, schools without walls, and new kinds of teachers. (RH)

**ED 070 253** EM 010 362

U.S. Government Films; 1971 Supplement. A Catalog of Motion Pictures and Filmstrips for Rent and Sale by the National Audiovisual Center.

National Archives and Record Service (GSA), Washington, D. C. National Audiovisual Center.

Pub Date 72

Note—140p.

Available from—General Services Administration, National Archives and Records Service, National Audiovisual Center, Washington, D.C. 20409 (Free)

Document Not Available from EDRS.

Descriptors—\*Adult Education, Agricultural Education, Audiovisual Aids, Business Education, \*Catalogs, Films, Health Education, \*Instructional Films, Science Education, Social Studies, \*Vocational Education

For each of about 2,000 U.S. government films, the following information is given: length, millimeter, color or black-and-white, sale price,

rental price, order number, and producing agency. For some, year of production is also listed. There is a one-sentence description of each film. Films are listed by subject and indexed by title and subject. The subjects are: agriculture, automotive, aviation, biography, business, education and culture, electricity, electronics, health and medical, human relations, machining, marine, national security, philosophy, safety, physical fitness, science, social science, technical, and wood-working. Each of these subjects is divided into topics. Although audience is not specified for most films, most appear appropriate for older students and adults. Rental and purchase information is included. This volume supplements the 1969 directory. (JK)

**ED 070 254** EM 010 392

Merino de Manzano, Ana Maria And Others

Feedback on Student Learning for Instructional Television in El Salvador. Research Report Number 6.

Stanford Univ., Calif. Inst. for Communication Research.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date Feb 71

Note—33p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Achievement Tests, Educational Change, Educational Television, Evaluation Techniques, \*Feedback, Grade 7, \*Instructional Television, Televised Instruction, \*Test Construction

Identifiers—\*El Salvador

Conventional achievement measurement instruments were not adequate for optimum coordination between classroom and television studio personnel in El Salvador. A more rapid feedback system was tried in 14 seventh grade classrooms. The key factor of this feedback system was that the test results be compiled quickly, preferably within three days, and analyzed sufficiently to give the classroom teacher a useful corrective tool. The feedback strategy was based on the students' previously determined learning performance and designed specifically to overcome the inflexibility of existing semi-annual achievement tests. The basic measuring instrument was the multiple choice test constructed to cover seven mathematical and four social studies concepts. The drafting of questions, the most difficult chore of the experiment, required several pretests to establish the most appropriate questions. The investigators found the severe space limitation of the television screen detrimental, the timing of the questions crucial, and that the collection of test results required a high level of organization and a considerable number of people and vehicles. (MC)

**ED 070 255** EM 010 394

Mayo, John K. Mayo, Judith A.

An Administrative History of El Salvador's Educational Reform. Research Report Number 8.

Stanford Univ., Calif. Inst. for Communication Research.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date Nov 71

Note—87p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Administrative Change, \*Administrative Organization, \*Curriculum Development, \*Educational Change, Educational Planning, Educational Television, \*Instructional Television, Management, Supervision, Teacher Education, Televised Instruction

Identifiers—\*El Salvador

A detailed account and critique of the 1967 Salvadoran Educational Reform places particular emphasis on the role of instructional television (ITV) and its relation as the pacesetter for the whole educational system. It discusses foreign assistance through UNESCO, The World Bank, US/AID and Japan, and comments on several feasibility studies. In addition, it analyzes the internal bureaucratic problems encountered in implementing ITV into a reform strategy arranged categorically around the ITV system and divided into: 1. Curriculum Reform; 2. Utilization Supervision; and 3. Teacher Training. Also presented are evaluations of administrative and managerial problems and their subsequent resolution. Emphasis is on the ITV system, its production

facilities, recruitment and training program and coordination with the other areas of the reform. (MC)

**ED 070 256** EM 010 402

Council for Cultural Co-Operation; Annual Report 1971.

Council of Europe, Strasbourg (France). Council for Cultural Cooperation.

Pub Date 72

Note—95p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Annual Reports, Cultural Activities, \*Curriculum, Documentation, Educational Philosophy, Educational Research, Educational Technology, International Organizations, Organization, School Organization, Teacher Certification, Teacher Education, Tests, Youth Programs

Identifiers—\*Council for Cultural Cooperation

The annual report for 1971 of the activities of the Council for Cultural Cooperation and Cultural Fund in Great Britain is presented in this booklet. An introduction overviews the goals and activities of the Council, and then a first chapter considers the organization of education. A second chapter discusses curricula, content, and subjects, while a third chapter covers teacher training. Subsequent chapters focus on examinations and assessment; educational technology; research activities; equivalence and mobility; documentation and publications; cultural development; and youth activities. Appended are supportive reports and a list of reports, publications, and material for display as well as a summary of the program financed by the Cultural Fund in 1971. (SH)

**ED 070 257** EM 010 403

Bergeth, Robert Faunce, R. W.

Teachers' Ratings of Cassettes Developed at the Clinton Pilot Cassette Center, Clinton Elementary School, Summer 1971.

Minneapolis Special School District 1, Minn.

Spons Agency—Minneapolis Public Schools, Minn.

Pub Date 71

Note—60p.; Planning Development Federal Programs; See also EM 010 411, EM 010 415

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Aural Learning, Comparative Analysis, \*Disadvantaged Youth, \*Elementary Education, \*Equipment Evaluation, Federal Programs, Instructional Materials, Instructional Media, Intermodal Differences, \*Magnetic Tape Cassettes, \*Reading Difficulty

Identifiers—Clinton Pilot Cassette Center, Elementary Secondary Education Act Title I, ESEA Title I, Minneapolis

Fourteen elementary teachers evaluated the quality and usefulness of 146 tapes produced by the Clinton Pilot Cassette Center, Minneapolis, Minn. Teachers' opinions, rather than tests on students, were the basis of the ratings. Judging from the ratings, most of the cassettes appear suitable for use with educationally disadvantaged youth and were in keeping with the intent of Title I guidelines. Also the general quality and content of the tapes were rated good. Cassette tapes recorded from radio broadcasts or purchased from other school districts were not as good for use with poor readers as those tapes purchased from commercial sources or produced at the cassette center. Commercial tapes were better technically, but center tapes were better for use with poor readers and also provided more "settling down" time for students at the start of the tapes. Since two-thirds of the tapes were rated more suitable for intermediate than primary grade children, more emphasis may need to be placed on making tapes for the lower grades. Cassette materials were judged by 70% of the raters to be more effective than other instructional materials for teaching the subject to disabled readers. A list of rated tapes, along with recommendations and evaluations, is included. (Author/JK)

**ED 070 258** EM 010 405

Gabor, Dennis

Innovations: Scientific, Technological, and Social. Oxford Univ. (England).

Pub Date 70

Note—113p.

Available from—Oxford University Press, 200

Madison Avenue, N.Y. 10016 (\$4.95)

Document Not Available from EDRS.

Descriptors—Automation, Community Problems, Computers, \*Human Engineering, \*Innovation, Mass Media, Social Change, Social Problems, \*Technological Advancement, Technology, Work Attitudes, \*World Problems

Dr. Gabor, the inventor of holography (lensless photography), defines "innovation" as a methodical creation of the human spirit, a novelty that once created can be usefully and repeatedly applied. He describes and evaluates 100 important technological and biological inventions that can probably be expected within the next 50 years. He also discusses 37 social innovations or reforms which may be advisable or necessary as defenses against social crisis or instability. Each innovation is discussed with a view not only to its probability but to its desirability. The list includes 73 "hardware" inventions, ranging from new materials and developments in science, communications, transport, and power, to robots and computers. The 27 biological innovations include topics like artificial food and de-salinization of sea water. Social innovations include breaking the cult of violence in the mass media, air pollution, and the upgrading of service occupations. (JK)

ED 070 259 EM 010 417

Hogins, James Burl Bryant, Gerald A., Jr.  
Juxtaposition Instructor's Manual.  
Science Research Associates, Palo Alto, Calif.  
Pub Date 71

Note—119p.; See also EM 010 416  
Available from—Science Research Associates, Inc., College Division, 1540 Page Mill Road, Palo Alto, California 94304 (\$1.50)

Document Not Available from EDRS.

Descriptors—Communication (Thought Transfer), English Curriculum, \*Language Arts, Learning Modalities, \*Teaching Guides

This instructor's manual explains the premise on which the text is based: that ideas on a particular topic are made up of input from several perspectives. The authors disclaim that the manual is telling teachers how to teach the text. Instead, the manual, like the textbook, is a series of "probes": suggestions to stimulate thinking and discussion. It includes eleven possible projects for student completion, like tape recordings and student-made films; at least one probe per selection in the text; an analysis of several sections in the text; discussion questions for each communication approach; tests on the various text units, made up of true-false or multiple-choice questions; a test key; and an author-title index. (JK)

ED 070 260 EM 010 514

Kinder, Marsha Houston, Beverle  
Close-Up: A Critical Perspective on Film.  
Pub Date 72

Note—395p.  
Available from—Harcourt Brace Jovanovich, 357 Third Avenue, New York, N.Y. 10017 (\$4.95)

Document Not Available from EDRS.

Descriptors—\*Aesthetic Education, \*Analytical Criticism, Documentaries, Film Production, \*Films, \*Film Study, Literary Criticism, Sound Films, Technological Advancement, \*Visual Literacy

Based on the assumption that critical viewing can broaden the range of films one can respond to, increase understanding, and ultimately lead to an intensification of subjective response, this book offers a critical approach to experiencing movies. After explaining the critical method to be used, several films in the context of different aesthetic questions are discussed and related to the mimetic and expressive capacities of cinema. The silent cinema is traced as it develops these capacities through visual composition, camera movement, and editing, and some of the technical advancements are explored that improved the medium and liberated its powers of expression. Documentaries, three movements that developed different kinds of realism, and five films which take as subject matter the creative filmmaking process are discussed. Ways in which films can be mythic are suggested; evaluation problems with political films are analyzed; and finally, all issues discussed are incorporated into a full treatment of one film. (RH)

ED 070 261 EM 010 519

Rogers, Donald D.  
The Cost Analysis of Instructional Development:  
Some Managerial Considerations.  
Pub Date Nov 72

Note—15p.; Paper presented at the Annual Meeting of the Texas Association of Educational Technology (El Paso, Texas, November 1972)  
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Cost Effectiveness, \*Decision Making, \*Educational Economics, Instructional Technology, \*Management, Measurement Techniques, Productivity, Program Effectiveness, \*Resource Allocations

Identifiers—\*Project MINERVA Model

The ability to develop lower unit cost instruction requires the ability to both determine the unit cost of current instruction and to predict with some degree of accuracy the unit cost of the proposed instruction. From the managerial viewpoint the cost of instruction can be determined by using basic design models which reflect the actual situation. By applying Tracey's Project MINERVA Model with its clearly described five instructional stages, the manager can cross reference each of the stages against his four general cost categories: salaries; supplies and materials; space; equipment. Implementation of this type of cost analysis will enable the manager to predict the cost of future projects, justify organizational changes, facilitate the formulation of institutional budgets and grant proposals, and testify to support needed from separate entities (federal government, institution, etc.). The author presents a simulated cost study with tabular summarization of the data. (MC)

ED 070 262 EM 010 520

Luskin, Bernard J. And Others  
Everything You Always Wanted to Know About  
CAI But Were Afraid to Ask.

Pub Date 72

Note—152p.

Available from—Computer Uses in Education, P. O. BOX 1053, Huntington Beach, California 92647

Document Not Available from EDRS.

Descriptors—\*Computer Assisted Instruction, \*Computer Oriented Programs, \*Computer Science Education, Educational Technology, Guides, Instructional Technology, Junior Colleges, Management Information Systems, Program Evaluation, Programming Languages

Identifiers—\*Computer Uses in Education, CUE

A comprehensive summary of significant developments related to the integration of the computer in all levels of instruction, this book identifies, classifies, and examines obstacles to computer-assisted instruction (CAI), their scope and possible resolutions. Some 75 experts were surveyed and their opinions statistically analyzed in regard to 23 items pertinent to CAI development. Varying degrees of cruciality were determined. For instance, the availability of individuals with component skills, sufficient local funds, and documentation of educational software were rated as critical obstacles. The authors conclude that the idea of CAI will eventually win common acceptance in education, however possibly not until 1988. (MC)

ED 070 263 EM 010 521

Recorded Visual Instruction; 1973 Edition.

Nebraska Univ., Lincoln. Great Plains National Instructional Television Library.

Pub Date 72

Note—171p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Art Education, \*Catalogs, Driver Education, Drug Education, \*Film Libraries, Geography Instruction, History Instruction, \*In-service Courses, Instructional Films, Instructional Materials, \*Instructional Television, Language Arts, Language Instruction, Mathematics Instruction, Music Education, Science Instruction, Social Studies, Video Cassette Systems, \*Video Tape Recordings

The Great Plains National Instructional Television Library identifies, makes available, and distributes—on a lease basis—videotaped instructional television courses to educational institutions and agencies. It also has materials on 16mm film and kinescope available for lease. The total offering is nearly 150 recorded courses and related teacher utilization and in-service materials. The user either provides his own videotape or video cassette or can lease the equipment from the Library. This catalog provides information on both the instructional materials available and on the leasing procedure. The instructional materials are drawn from the major subject areas and deal with subjects like drug education and self-awareness.

They are indexed in the following ways: elementary grades by subject matter, elementary grades by grade level, junior high-secondary-adult, utilization and in-service, and college. (JK)

ED 070 264 EM 010 522

Untiedt, Theodore P.  
Improvements in Television Sound.  
Pub Date Oct 72

Note—8p.; Paper presented at the National Association of Educational Broadcasters Annual Meeting (48th, Las Vegas, Nevada, October 31, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Audio Equipment, \*Broadcast Industry, \*Broadcast Reception Equipment, \*Media Technology, \*Television

Despite the many improvements which have been made in the television picture over the last 25 years of commercial broadcasting, improvements in television sound have lagged behind. Both the telephone company and broadcast equipment manufacturers have made great improvements in the field of audio which may be used to improve television sound. However, television receiver manufacturers are hesitant to make changes in the aural portions of the receiver because the extra cost could not be justified to set buyers. However, one of the Network Transmission Committees has drawn up specifications for a system that would combine audio and video. These specifications (the parameters of which are included here) would cause a great improvement in sound. Tests of other systems by the telephone company, by the British Broadcasting Corporation, and by Japan's public broadcasting system also promise great improvement. (JK)

ED 070 265 EM 010 530

Stern, Joseph L.  
Cable Television and Education.  
Pub Date Oct 72

Note—11p.; Paper presented at the National Association of Educational Broadcasters Annual Meeting (48th, Las Vegas, Nevada, October 31, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Audio Equipment, \*Audiovisual Aids, \*Cable Television, Cost Effectiveness, Educational Improvement, \*Instructional Television, \*Media Technology

Cable television can augment educational broadcast services and also provide a level of individualized educational services not possible with either broadcasting or classroom audiovisual aids. The extra channels provided by cable television allow the following extra services for education: 1) broadcast of a multitude of programs, including delayed or repeated broadcasts, selected lectures or classroom pickups, specialized classroom related reference materials; 2) one-way services like medical and/or free course materials; 3) subscriber response, polling, and request services, with the addition of a limited return signal capacity. Although designs for two-way systems exist, no major two-way system has yet been built. Such systems will present problems such as noise and signal intrusion. Tests that are now scheduled for several sites across the country should solve these problems. Then educators, cable operators, government, and foundations will have to determine the cost benefits of using cables for education. It may be that the costs of leasing channels and terminals will be less expensive in the long run than adding classrooms and instructors, projectors, and cassettes. (JK)

ED 070 266 EM 010 531

Ball, John E. D.  
Television for the Deaf.  
Public Broadcasting Service, Washington, D.C.  
Pub Date 31 Oct 72

Note—12p.; Paper presented at the National Association of Educational Broadcasters Annual Meeting (48th, Las Vegas, Nevada, October 31, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aurally Handicapped, Broadcast Industry, Deaf, Handicapped, Mass Media, \*Media Technology, Technology, \*Television, \*Video Equipment

Technology now permits the transmission of caption information during the vertical interval of regular television broadcast signals. This development promises the feasibility of television for the deaf. Demonstrations of devices that televise cap-

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tions are reviewed. These demonstrations have shown that three steps are necessary to put such a program into operation: 1) an inexpensive decoder-caption unit suitable for use with the home receiver must be developed; 2) a single system for accommodating the caption information associated with film program material must be developed; and 3) extensive field tests of the entire system are necessary. Characteristics of the proposed signal format and of the decoder/captioning unit are described. Transmission requirements and broadcasters' requirements for the system are also explained. (JK)

ED 070 267 EM 010 533

McCormick, Robert D. Swanzey, Gene  
The Public Broadcasting Service Technical Center.  
Public Broadcasting Service, Washington, D.C.  
Pub Date 31 Oct 72

Note—8p.; Paper presented at the National Association of Educational Broadcasters Annual Meeting (48th, Las Vegas, Nevada, October 31, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Broadcast Industry, Electronic Equipment, \*Facility Utilization Research, \*Public Television, Television, \*Video Equipment

Identifiers—\*Public Broadcasting System  
The Public Broadcasting System (PBS) Technical Center is located in Washington, D.C. This booklet describes the layout, equipment, status of personnel, and—briefly—the functions of the center. Performance to date indicates that the center is meeting the design criteria of good technical quality and cost effectiveness. (JK)

ED 070 268 EM 010 534

Remley, Frederick M., Jr.  
A Report on the 1972 Interim Meetings of CCIR Study Groups 10, 11, and CMTT.  
Pub Date 31 Oct 72

Note—13p.; Paper presented at the National Association of Educational Broadcasters Annual Meeting (48th, Las Vegas, Nevada, October 31, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annual Reports, \*Broadcast Industry, Broadcast Reception Equipment, \*International Law, \*International Organizations, Media Technology, Radio, \*Telecommunication, Television

The activities of the International Radio Consultative Committee (CCIR), the radio-communications arm of the International Telecommunications Union (ITU), serve the goal of standardizing practices and techniques useful in the broad field of telecommunications. In between the plenary meetings held every three years, the work of the committee is carried out by study groups. The July, 1972 interim meetings of the study groups on sound broadcasting, television and a joint study group (CMTT) are summarized in this report. (RH)

ED 070 269 EM 010 535

Wells, Daniel R.  
Current Status of Domestic Satellites for Television Network Distribution.  
Public Broadcasting Service, Washington, D.C.  
Pub Date 30 Oct 72

Note—16p.; Paper presented at the National Association of Educational Broadcasters Annual Meeting (48th, Las Vegas, Nevada, October 30, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Communication Satellites, Instructional Television, \*Media Technology, \*Public Television, \*Telecommunication

Identifiers—American Satellite Corp, FCC, NAB, PBS Engineering, Public Broadcasting Act of 1968, \*Public Broadcasting Service, Space Communications Corp, \*Technical Operations

Since the previous status report in November of 1970, there has been little progress made in the actual implementation of domestic satellite television systems, because comprehensive technical specifications had not been provided by the three broadcast networks, ABC, NBC, and CBS. When the requirements were submitted to the interested vendors, PBS (Public Broadcasting Service) requirements were excluded due to the uncertainties of the free or reduced rates issue. This issue still has not been resolved. Nevertheless, PBS, CPB (Corporation for Public Broadcasting), and NPR (National Public Radio) have filed

comments supportive of the FCC (Federal Communications Commission) position, especially with regard to the system objectives. They also filed recommendations for future requirements, particularly for the use of spot beams, frequency bands at 2.5, 7, and 12 GHz, and link parameters for dual service for more economical use of the satellite system. Currently joint requirements are being developed with the major networks, specifically in regard to technical specifications and the number of satellite channels and ground terminals. At this time the major obstacles for PBS participation in the system have been removed. (MC)

ED 070 270 EM 010 536

Schneider, Arthur  
Razor Blades to Computers.  
Pub Date Oct 72

Note—7p.; Paper presented at the National Association of Educational Broadcasters Annual Meeting (48th, Las Vegas, Nevada, October 31, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Electronic Equipment, Film Production, Production Techniques, \*Video Equipment, \*Video Tape Recordings  
Identifiers—CMX 600, Edipro 300

Stages in developing editing equipment and processes for videotape are described. In 1956, when the first broadcast videotape recorders were installed, a splicing block, consisting of an aluminum block, steel ruler, and sharp razor blade, was used. Gradually, technicians developed more sophisticated methods. At present, two very advanced methods have been developed. The CMX 600 is a light pen editing system. In this technique, picture and sound information along with time code reference are all loaded segment by segment or scene by scene into magnetically coated spinning discs which rotate continuously at 1800 rpm. Scenes are accessed by scanning these discs with special pick-up heads. An offspring of the CMX is the Edipro 300, an on-line editing system in which one builds a master tape as he goes along. (JK)

ED 070 271 EM 010 537

Staff Study on Cost and Training Effectiveness of Proposed Training Systems. TAEG Report 1.  
Naval Training Equipment Center, Orlando, Fla.  
Training Analysis and Evaluation Group.  
Report No—NAVTRAEQUIPCEN-TAEG-1  
Pub Date 72

Note—90p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Cost Effectiveness, Educational Programs, \*Feasibility Studies, \*Flight Training, Learning Modalities, \*Media Selection, \*Models, Simulators, Training

Identifiers—TECEP Model

A study began the development and initial testing of a method for predicting cost and training effectiveness of proposed training programs. A prototype Training Effectiveness and Cost Effectiveness Prediction (TECEP) model was developed and tested. The model was a method for optimization of training media allocation on the basis of fixed training effectiveness and minimum cost. To test its feasibility, this model was applied to the TA-4 aircraft training system. A training analysis of the TA-4 training program was conducted to determine possible media substitutions. In conjunction with A-4 pilots, a mix of training media was selected for each task from possible media alternatives, such as classroom, cockpit procedures training, aircraft plus instructor, and actual carrier landing. Substitutions which the computer would be permitted to make among the various media were determined. Cost factors were developed for the TA-4 aircraft and training media. A comparison of costs between the existing system and the system developed chosen by the linear system showed the model was feasible and saved money. Further development and refinement of the model are discussed. (Author/JK)

ED 070 272 EM 010 538

Analysis of the Transfer of Training, Substitution, and Fidelity of Simulation of Training Equipment. TAEG Report 2.

Naval Training Equipment Center, Orlando, Fla.  
Training Analysis and Evaluation Group.  
Report No—NAVTRAEQUIPCEN-TAEG-2  
Pub Date 72

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, Cost Effectiveness, \*Flight Training, \*Simulators, \*Trainers, \*Training, Training Techniques, \*Transfer of Training

This report summarizes, evaluates, and synthesizes the data on the training value of training devices. The report discusses the issues of substitution of some operational training time by training devices and the relationship between training effectiveness and cost (fidelity of simulation). These general conclusions were made: 1) Experiments reveal that substantial amounts of flight time can be substituted for by simulator time; 2) Most experimental work has been done on simple aircraft and trainers; 3) Different kinds of flight tasks have different transfer effects; 4) The level of simulation and kind of trainer importantly influence transfer; 5) Careful specification of both trainer and operational tasks is necessary if transfer is to occur; 6) Motion of particular kinds affects trainee performance and transfer; 7) Addition of motion and visual displays increases fidelity requirements; 8) How a device is used may influence learning and transfer to a greater degree than trainer design; 9) Differences between training and operational equipment are necessary to exploit training technology; 10) A precise specification of tasks and measures of operational transfer tasks is vital to effectiveness evaluation. (JK)

ED 070 273 EM 010 539

Singh, J. P. And Others

Satellite Networks for Education.

Washington Univ., St. Louis, Mo. Program on Application of Communication Satellites to Educational Development.  
Spons Agency—National Science Foundation, Washington, D.C.  
Pub Date 72

Note—21p.; Paper presented at the 1972 International Telemetering Conference

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cable Television, \*Communication Satellites, Computer Science, Educational Innovation, \*Educational Television, Fixed Service Television, Instructional Television, \*Networks, Radio, \*Telecommunication  
Identifiers—AT&T, NASA

The paper has four main sections. The first is concerned with the characteristics and structure of satellite networks. The second discusses pressures within education that are causing the development of various types of networks and also identifies studies in which networking needs for educational sectors and services are defined. The third section examines the current status of educational networking for educational radio and television, instructional television fixed services, inter- and intra-State educational communication networks, computer networks, cable television for education, and continuing and proposed educational experiments using NASA's Applications Technology Satellites. The fourth describes possible satellite-based educational telecommunication services and three alternatives for implementing educational satellite systems. The paper concludes with some remarks concerning public policy aspects of future educational satellite system development. (Author/JK)

ED 070 274 EM 010 540

Bernstein, Neil N.

Legal Restraints on Dissemination of Instructional Materials by Educational Communications Systems.

Washington Univ., St. Louis, Mo. Program on Application of Communication Satellites to Educational Development.  
Spons Agency—National Science Foundation, Washington, D.C.  
Pub Date Oct 72

Note—35p.; Memorandum Number 72/5

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Copyrights, Elementary Education, \*Instructional Materials, Instructional Media, \*Laws, Secondary Education, Standards, \*Telecommunication, Textbook Publications, Textbooks

The legal restraints on the use of electronic communications systems for dissemination of instructional materials in the United States are discussed. First an examination is made of the laws relating to public school elementary and secondary education, with primary emphasis on selection of courses of study and instructional materials. A discussion of copyright laws examines both the law now in effect and the revi-



sion to it currently pending before Congress. It is concluded that the laws will present serious difficulties to those who design educational communications systems. If they wish to disseminate materials copyrighted by others, they must first obtain the prior consent of the copyright holder (invariably the publisher) on whatever terms and conditions the holder imposes. The revisions before Congress by and large expand the right of the holder. Further study should examine other alternatives to the present and proposed laws. Some that have been proposed include compulsory licensing requirements, creation of a centralized educational licensing authority, and the like. (Author/JK)

**ED 070 275** EM 010 541

Christofferson, Nils-Olaf

**The Economics of Time in Learning.**

School of Education, Malmö (Sweden). Dept. of Educational and Psychological Research.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Nov 71

Note—194p.; Thesis submitted to the Comparative Education Center of the University of Chicago

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Cost Effectiveness, Decision Making, Decision Making Skills, Educational Economics, Grade 7, Human Capital, Mathematical Models, Measurement Techniques, Productivity, Program Effectiveness, Resource Allocations, Time Factors (Learning)

The use of a mathematical model supported by empirical findings had developed a method of cost effectiveness that can be used in evaluations between educational objectives and goals. Educational time allocation can be studied and developed into a micro-level economic theory of decision. Learning has been defined as increments which can be quantified by successive criterion tests of cognitive achievement. Using an input-output concept of the educational process, a marginal cost model was developed. A programming model was devised based on a multistep approach of learning, specifically using the Swedish IMU (Swedish acronym) Mathematics System for 7th Grade. The most important contribution of the programming model to an economic theory of education seems to be the identification of marginal product of student time with learning rate and a shadow pricing of this time resource that makes price proportional to learning rate, hence inversely proportional to time spent in learning. (MC)

**ED 070 276** EM 010 545

Guide Book, 1973 Edition.

National Instructional Television Center, Bloomington, Ind.

Pub Date 73

Note—32p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Audiovisual Aids, College Curriculum, Computer Science, Course Descriptions, Educational Innovation, Educational Television, Elementary Education, Elementary School Curriculum, English Education, Fine Arts, Instructional Television, Language Arts, Mathematics Education, Science Education, Secondary Education, Social Studies

Identifiers—National Instructional Television Center

The National Instructional Television Center (NIT) aims to reduce the time of bringing about educational innovation from the usual 15 years, achieved through traditional means like pre-service education and workshops, to five years. Its procedure in doing this is to identify significant ideas and translate them into useful television programs. This booklet describes NIT courses, which consist of television series. The course descriptions are organized by subject matter. For each, the appropriate audience level (which ranges from primary through senior high school as well as teacher training and higher education) is indicated. Also included are an index of courses by grade level and subject matter, a list of NIT prices, procedures, and policies, and descriptions of NIT services and professional publications and films, which deal with instructional television. (JK)

**ED 070 277** EM 010 546

Wiley, Richard E.

Address Before the California Community Television Association.

Pub Date 17 Nov 72

Note—15p.; Speech presented at the California Community Television Association Meeting (Anaheim, California, November 17, 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Broadcast Industry, Cable Television, Government Role, Television Identifiers—Federal Communications Commission

In commenting on the backlog of cable applications before the commission and other policy matters regarding cable television, Commissioner Wiley states that processing is being introduced to speed up the application process, and although the commission is developing procedures for dealing with whole classes of applications, some delay will always be part of the application process because of the time necessary for investigation of objections and because of the bureaucracy itself. Some cable franchise holders believe that regulations should be promulgated solely at the federal level, rather than some at the state and some at the local level, but he said for now, at least, this three-tiered procedure will continue. The Commissioner's other opinions are that rate regulation is unsuitable for the cable industry at this crucial stage of its development, that municipalities do not have the expertise to be and are in other ways improper cable franchisees, that cables should pay reasonable copyright premiums, and that these payments should be arranged by the parties involved rather than dictated by the government. (JK)

**ED 070 278** EM 010 547

Limbacher, James L.

**A Reference Guide to Audiovisual Information.**

Pub Date 72

Note—197p.

Available from—R. R. Bowker Company, 1180 Avenue of the Americas, New York, N.Y. 10036 (\$14.95)

Document Not Available from EDRS.

Descriptors—Annotated Bibliographies, Audiovisual Aids, Audiovisual Instruction, Directories, Film Libraries, Films, Filmstrips, Film Study, Glossaries, Library Collections, Library Reference Services, Periodicals, Phonograph Records, Phonotape Recordings, Radio, Reference Books, Television

A one-volume source of information on feature films, filmstrips, theater, radio, television, and recordings lists some 400 reference books, including filmographies, encyclopedias, biographies, and catalogs. Entries are arranged alphabetically by title and provide the following data: full title, author, editor, publisher, date of publication, price, and a brief annotation. Similarly, 110 periodicals are listed and described. These, along with the reference books, are then indexed under 155 subject headings. A discussion of building a ready-reference file on audiovisual topics includes sample forms, suggestions for subject headings, and tips on the kinds of information to include. Other features of the guide are a glossary of over 300 audiovisual terms, a directory of all publishers represented, and a selected bibliography of supplementary reading in specialized areas within the radio, television, film, and recording industry. (JY)

**ED 070 279** EM 010 548

Simon, John

**Movies Into Film; Film Criticism, 1967-1970.**

Pub Date 71

Note—448p.

Available from—The Dial Press, 750 Third Avenue, New York, N.Y. 10017 (\$9.95)

Document Not Available from EDRS.

Descriptors—Anthologies, Essays, Films, Film Study, Formal Criticism, Impressionistic Criticism

Essays and reviews by film critic John Simon, originally published in "The New Leader" magazine, are collected here. They cover the period from 1967 to 1970, a period that some contend has brought about major changes in the art of filmmaking and in the subject matter on which that art focuses. (JK/JY)

**ED 070 280** EM 010 553

Marion, Frances

**Off With Their Heads! A Serio-Comic Tale of Hollywood.**

Pub Date 72

Note—356p.

Available from—Macmillan Company, 866 Third Avenue, New York, N.Y. 10022 (\$8.95)

Document Not Available from EDRS.

Descriptors—American History, Film Study

Frances Marion was one of Hollywood's leading screenplay writers from the silent era through the 1940's. This informal memoir concentrates on the personalities she knew, the development of major motion pictures, her friends, and her own career. (JK)

**ED 070 281** EM 010 554

Leherissey, Barbara L.

**The Effects of Stimulating State Epistemic Curiosity on State Anxiety and Performance in a Complex Computer-Assisted Learning Task.**

Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—CAI-TR-23

Pub Date 1 Dec 71

Note—186p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Anxiety, Behavioral Science Research, College Students, Computer Assisted Instruction, Curiosity, Experimental Psychology, Task Performance

Identifiers—Ontario Test of Intrinsic Motivation, State Epistemic Curiosity Scale, State Trait Anxiety Inventory

Based on hypotheses on relationships between curiosity, anxiety, and performance, this study correctly predicted that high state curiosity students had lower levels of state anxiety and performed better in the computer-assisted instruction learning program than low state curiosity students. One hundred and fifty-two female undergraduates were equally assigned to Curiosity-Stimulating Instruction (CSI) or No Instruction (NI) groups. The hypothesis that the CSI students would perform better than the NI students was only partially supported. Contrary to predictions neither state anxiety nor state curiosity differed for students in CSI and NI conditions. The author concluded that the State Epistemic Curiosity Scale was found to have a high internal consistency and substantial concurrent and construct validity. (MC)

**ED 070 282** EM 010 556

Tobias, Sigmund

**Review of the Response Mode Issue. Tech Memo Number 44.**

Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Pub Date 1 Apr 72

Note—27p.; Paper presented at the Annual Convention of the National Society for Programmed Instruction (New Orleans, Louisiana, March 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Achievement, Computer Assisted Instruction, Constructed Response, Intermodality Differences, Literature Reviews, Programmed Instruction, Response Mode, Time Factors (Learning)

Some of the investigations concerned with the effectiveness of different modes of responding to programmed and computer-assisted instruction (CAI) are reviewed. The findings suggest that when student familiarity with program content is low, or when there is little program redundancy as determined by the blackout ratio, constructing responses leads to higher achievement. Problems with the use of the blackout ratio are discussed. Finally, it is suggested that the greater effectiveness of constructing responses in some cases may be a function of the fact that students are forced to attend to the instructional material for longer periods of time than in other response modes. (Author)

**ED 070 283** EM 010 557

Kardish, Laurence

**Reel Plastic Magic: A History of Films and Filmmaking in America.**

Pub Date 72

Note—297p.

Available from—Little, Brown and Company, 34 Beacon Street, Boston, Massachusetts 02106 (\$7.50)

Document Not Available from EDRS.

Descriptors—Films, Film Study, Mass Media, Photography, United States History

This topical history of American films begins with an explanation of how movies work and

describes the earlier American films from the nickelodeons through D.W. Griffith. The development of the studios and the major American films of the 1920's through the 1950's is treated largely in terms of important stars, like Mary Pickford, Charlie Chaplin, and Greta Garbo, and directors, like Walt Disney and Howard Hawks. Technical innovations are also discussed. Later chapters deal with new talents like Stanley Kubrick and avant garde filmmakers. An appendix lists 100 film programs which illustrate the growth and scope of the American film, from 1879 to 1970. The list includes running times, distributors from whom 16mm prints may be rented, and in some cases, annotations on the films. (JK)

**ED 070 284** EM 010 558

Towle, Nelson J. Merrill, Paul F.

**Effects of Anxiety Type and Item Difficulty Sequencing on Mathematics Aptitude Test Performance.** Tech Memo Number 46.

Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Pub Date 20 Apr 72

Note—45p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Anxiety, Aptitude Tests, \*Item Analysis, Mathematics Education, \*Performance Factors, \*Test Construction

Effects of item difficulty sequencing on performance and on post state anxiety were investigated using a timed mathematics aptitude test. The subjects were randomly assigned to a random, easy-to-hard, or hard-to-easy difficulty sequence group. The hard-to-easy sequence group performance was significantly lower than either the random or easy-to-hard sequence groups. Though not statistically different, 1) the mathematics aptitude test scores of four achievement anxiety types grouped using the Achievement Anxiety Test, and 2) levels of state anxiety provoked by the three difficulty sequences were in the predicted direction. (Author)

**ED 070 285** EM 010 560

Leherssey, Barbara L. And Others

**Effects of Anxiety, Response Mode, Subject Matter Familiarity and Learning Time on Achievement in Computer-Assisted Learning.** Tech Memo Number 42.

Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Pub Date 1 Sep 71

Note—51p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Achievement, \*Anxiety, \*Computer Assisted Instruction, Constructed Response, \*Intermode Differences, Program Length, \*Response Mode, \*Time Factors (Learning)

Effects of trait and state anxiety levels (low, medium, high), response mode (reading, constructed response), and program length (short, long) on performance for familiar and technical computer-assisted instruction materials were investigated. High trait anxiety was associated with high levels of state anxiety. Constructed response groups had higher levels of state anxiety than reading groups. However, shortening learning program length did not reduce state anxiety although in some cases it improved performance. Students in the short constructed response version performed better than students in the long constructed response version only on the familiar portion of the posttest. It was suggested that a decreased memory load for this group may have contributed to the finding. (Author)

**ED 070 286** EM 010 573

Malott, Richard W., Ed.

**Behaviordelia Sampler.**

Pub Date 72

Note—48p.

Available from—Behaviordelia, Inc., P. O. BOX 1044, Kalamazoo, Michigan 49005 (\$1.45)

**Document Not Available from EDRS.**

Descriptors—\*Anthologies, Behavioral Sciences, Psychology, \*Social Psychology, \*Supplementary Reading Materials

Behaviordelia Sampler is based on the same principle as a candy sampler or record sampler. It compiles excerpts from a variety of texts which

Behaviordelia is now publishing. It is intended as a supplementary book of readings for courses in psychology and related fields and also as a catalog of their materials. Much of the sampler uses a comic book format. The subjects of the excerpts are: hope, humanistic behaviorism and social psychology, the philosophy of measurement and psychological testing, conceptual applications of elementary principles of behavior, an analysis of B. F. Skinner's proposals for the planned society, and contingency management in education. (JK)

**ED 070 287** EM 010 577  
**Children and Television. A Special Report from Now Available Number 25.**

Stanford Univ., Calif. ERIC Clearinghouse on Educational Media and Technology.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Nov 72

Contract—OEC-1-7-070-873-4581

Note—8p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Children, Commercial Television, \*Symposia, \*Television

During October 1972, two events of national scope focused the attention of educators, parents, and politicians alike upon the subject of children and television. Three days of panels climaxed 32 months of FCC (Federal Communications Commission) inquiry into children's television. The Third National Symposium on Children and Television, sponsored by Action for Children's Television (ACT), was held at Yale University. First-hand reports of both these gatherings are presented in this report. (JY)

**ED 070 288** EM 010 580

**FY 1972 Awards: The Higher Education Act of 1965 (P.L. 89-329) As Amended. Title VI, Part A, Improvement of Undergraduate Instruction.**

Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—139p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Closed Circuit Television, Educational Equipment, Educational Improvement, \*Federal Aid, Financial Support, \*Grants, \*Higher Education, Laboratory Equipment, \*Undergraduate Study

Identifiers—\*Higher Education Act of 1965

Monetary awards totaling more than \$12 million for the Fiscal Year 1972 for the improvement of undergraduate assistance are presented in tabular format. The awards are divided into two categories: 1) laboratory and other special equipment, and 2) closed circuit television equipment. The awards are arranged by state. (MC)

**ED 070 289** EM 010 582

Koch, Warren J.

**The Use of Computers in Instruction in Secondary Schools.**

National Association of Secondary School Principals, Washington, D.C.

Pub Date 72

Note—47p.

Available from—The National Association of Secondary School Principals, 1201 16th Street, N.W., Washington, D.C. 20036 (\$1.50)

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—\*Computer Assisted Instruction, \*Computer Oriented Programs, Computers, Educational Improvement, \*Educational Technology, Guides, \*Instructional Technology, \*Secondary Education

This booklet provides the initial information necessary for school administrators who are considering the introduction or expansion of computer instruction in their school. The booklet contains a variety of non-technical information pertaining to the use of computers in instruction. It summarizes the hardware and software availability as well as the personnel requirements necessary for on-school staffing. Several examples of regional consortiums and on-going projects are listed and discussed. The names and addresses of personnel concerned with these projects are of particular utility. An example of an instructional guide is presented along with a glossary of terms used in computer technology. (MC)

**ED 070 290** EM 010 583

Petty, Bruce Alan

**An Evaluation of Selected Instructional Media Programs in Kansas Colleges and Universities.**

Kansas State Univ., Manhattan.

Spons Agency—Kansas State Dept. of Education, Topeka.

Pub Date 72

Note—84p.; Thesis submitted to the College of Education of Kansas State College

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Audiovisual Programs, Evaluation Techniques, \*Higher Education, Instructional Improvement, Instructional Materials, \*Instructional Media, Instructional Technology, \*Instructional Television, Junior Colleges, \*Program Evaluation, Surveys, Undergraduate Study

Identifiers—Kansas

Suspecting that two-year public colleges are more committed to instructional media programs than four-year institutions and that higher educational institutions in general are lacking in commitment to media programs, the author surveyed thirty-four Kansas colleges and universities by using the Evaluative Checklist for Self-Evaluating an Educational Media Program. The data, categorized into a 2x2 block design (two-year, four-year) vs. (public, private), confirmed the hypotheses. The author recommends higher education institutions re-evaluate their commitment to instructional media. (MC)

**ED 070 291** EM 010 584

**An Evaluation of Educational Media Programs in Kansas Unified School Districts.**

Kansas State Univ., Manhattan. Coll. of Education.

Spons Agency—Kansas State Dept. of Education, Topeka.

Pub Date 72

Note—120p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Audiovisual Aids, Budgeting, Educational Technology, Elementary Schools, Evaluation Techniques, \*Instructional Improvement, Instructional Materials, Instructional Materials Centers, \*Instructional Media, Instructional Television, \*Program Evaluation, \*Public School Systems, Secondary Schools, Surveys

Identifiers—Kansas

A study was conducted to ascertain the level of sophistication of the educational media programs in the unified public school districts of Kansas. It was hoped that the resulting data would enable public school administrators to accurately evaluate their programs and to improve the total educational media program in their systems. Using the survey method and appraisal techniques, the investigators polled 311 districts. Fulton's Evaluative Checklist in revised form was the only instrument used to collect the data. The investigators concluded that many of the districts did not have adequate budget provisions for educational media and that there was not a wide variety of instructional materials being used. (MC)

**ED 070 292** EM 010 585

Larsson, Bert

**Some Problems in Advising on Research Methodology.**

School of Education, Malmo (Sweden). Dept. of Educational and Psychological Research.

Pub Date Sep 72

Note—22p.; didaktometry number 36; Paper presented at the Conference of the Society for Multivariate Experimental Psychology (Nijmegen, September 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Behavioral Science Research, Measurement Techniques, \*Methods Research, Operations Research, Research, \*Research Design, \*Research Methodology, Research Skills, \*Statistical Analysis, Statistical Studies

By and large behavioral scientists, particularly in education and psychology lack the sophisticated mathematical understanding necessary for adequate statistical analysis, especially multivariate analysis. And incompetent use of measurement theory, psychometry, and statistics cannot but lead to bad research. The remedy for this is better mathematical training of the behavioral scientist and the creation of special well educated advisors on research methodology. The advisor's role is not only one of dealing with attitudes to research methodology and the consequences of inadequate methods, but also to further the methodological education of the client. Preventative measures must be taken to keep researchers in education and psychology from slowly dividing themselves into two non-communicating camps

depending on the knowledge of mathematics and statistics. The problems are solvable only if more researchers are willing to change their attitudes to methodology. (MC)

**ED 070 293** EM 010 586

*Bierschenk, Bernhard*  
**Self-Confrontation Via Closed-Circuit Television in Teacher Training: Results, Implications and Recommendations.**

School of Education, Malmo (Sweden). Dept. of Educational and Psychological Research.

Pub Date Sep 72

Note—101p.; didakometry number 37

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Behavior Development, \*Closed Circuit Television, Elementary School Teachers, Individual Development, Individual Psychology, Instructional Television, Interaction, \*Microteaching, Personal Growth, Psychological Characteristics, Psychological Evaluation, Self Actualization, Self Concept, Self Esteem, \*Self Evaluation, \*Teacher Education, \*Teacher Evaluation, Teacher Improvement, Teaching Skills, Teaching Styles, Video Tape Recordings

Identifiers—Sweden

Externally mediated self-confrontation by means of closed-circuit television and videotape recording has become a popular technique for letting student teachers discover for themselves the way in which their own behavior influences the teaching processes. This paper not only studies the way in which the student teacher perceives and evaluates his behavior, but also discusses a systematic examination of the dyadic confrontation process in the traditional tutoring situation. Using a group of 96 female Grade 4 through Grade 6 student teachers a three factor design experiment was constructed with a six dimensional assessment schedule developed by the author. These were categorized into ego-ego, ego-pupil, ego-non-personal object (NPO), pupil-ego, pupil-pupil and pupil-NPO relations. The data were analyzed using the statistical analysis-of-variance treatment. The results show that experimental conditions have not on the whole led to main effects that are significant on a chosen level of significance. This means that there are no deviations in the objectivity of the student teacher's self-assessment as a consequence of either traditional tutoring or externally mediated self-confrontation via closed-circuit television. (MC)

**ED 070 294** EM 010 587

**Guidelines for Access: A Report by NCTA.**

National Cable Television Association, Inc., Washington, D.C.

Pub Date Aug 72

Note—13p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Broadcast Industry, \*Cable Television, Citizen Participation, Community Action, Federal Government, \*Federal Laws, Federal Legislation, \*Programming (Broadcast)

Identifiers—FCC, \*Federal Communications Commission

Cable Television operators must fulfill the new (1972) Federal Communications Commission's requirements that cable systems provide non-broadcast designated access channels for public, educational, government and other uses. Because of the varying requirements for each of the four categories of access channels, each is reviewed separately here. The specific requirements are listed as well as additional stipulations on production costs, production facilities, formats and allocations and copyrights. The guide acknowledges the fact that no one has a great deal of experience in dealing with these types of access requirements and therefore takes a general approach in presenting the issues and problems that should be met. (MC)

**ED 070 295** EM 010 588

*Kane, Michael Timothy*  
**Variability in the Proof Behavior of College Students in a CAI Course in Logic as a Function of Problem Characteristics. Psychology and Education Series.**

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—SU-TR-192

Pub Date Oct 72

Note—182p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Behavior Patterns, \*College Mathematics, \*Computer Assisted Instruction, Computer Oriented Programs, Logic, Mathematical Concepts, \*Mathematical Logic, \*Thought Processes

Identifiers—Stanford Logic Instructional System

An investigation of student proof behavior in a complex computer-assisted instruction (CAI) setting is presented. Using 125 logic derivation problems, the responses of 23 students, enrolled in the Stanford Logic-Instructional System, were evaluated to determine the amount of variation occurring in the structure of their proofs. By assigning the student proofs to equivalence classes the investigation indicated that there was relatively little variability in the earliest problems and considerable variability in the latter. Regression analysis revealed that the structural complexity of the problems were a good predictor of the amount of variation in the proofs. In general, the author concluded, the most significant kinds of variability depend on the number and type of rules that are available when the proof is done. The attempt to identify patterns of proof behavior that characterized groups of students failed due to the non-heterogeneity of the logic problems. (MC)

**ED 070 296** EM 010 589

**Training Program on Utilization of Closed-Circuit Television in the Community Colleges of Kentucky. Director's Evaluation Report.**

Kentucky Univ., Lexington.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.

Pub Date 72

Note—64p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Audiovisual Instruction, \*Closed Circuit Television, College Faculty, Community Colleges, \*Course Evaluation, Higher Education, \*Inservice Programs, \*Instructional Television, \*Junior Colleges, Television Curriculum

An instructional television training program was held at the University of Kentucky Television Center. It was divided into two week-long phases with concurrent workshops held in the outlying community colleges. The primary purpose was to broaden faculty use of instructional television (ITV), to promote interaction between the various faculties, to identify curricula areas where television might be most appropriate, to apply new findings in communications and linguistics to the disadvantaged student and to relate these to the medium of television. Basic equipment operation instruction was provided for those unfamiliar with television equipment. The participants in the program by and large expressed positive interest in ITV. The director felt that the program could have been better publicized and promoted. (MC)

**ED 070 297** EM 010 590

*McKee, Gerald, Ed.*

**Directory of Spoken-Voice Audio-Cassettes, 1972.**

Cassette Information Services, Los Angeles, Calif.

Pub Date 72

Note—82p.

Available from—Cassette Information Services, Box 17727, Los Angeles, California 90057 (\$5.00)

**Document Not Available from EDRS.**

Descriptors—\*Adult Education, Business Education, \*Catalogs, Health Education, Instructional Materials, Instructional Media, Language Instruction, Literature, \*Magnetic Tape Cassettes, \*Phonotape Recordings, Recreational Activities, \*Resource Guides, Social Studies, Tape Recordings, Vocational Education

Most listings in this catalog, which draws on many sources of production and is not a guide to one company's output, are for programs of college or adult level interest, with the exception of the "Careers" listings, geared toward high school students. The catalog also has lists of producers of children's cassettes and those designed for school instruction. Each cassette program, set, or series is listed by title and brief description, order number when available, cost, and source abbreviation. The complete names and addresses of all sources are given under the "Source" heading. The length of each program is given whenever possible, and ordering information is included. Cassettes are listed by the following topics: social studies, languages, literature, business, health sciences, law, education, religion, how to do it, self development, and miscellaneous, which in-

cludes sports, love and sexuality, old time radio, science, college level courses, careers, vocational, and general. (JK)

**ED 070 298** EM 010 591

**Planning and Implementing an Integrated Media Program in Utah Public Schools.**

Utah State Board of Education, Salt Lake City. Div. of Instructional Media.

Pub Date Feb 72

Note—127p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Audiovisual Aids, \*Audiovisual Programs, Educational Television, Evaluation Techniques, Guidelines, \*Instructional Materials Centers, \*Instructional Media, Instructional Television, Library Services, Media Technology, \*State Programs, \*Statewide Planning, Systems Approach

Identifiers—Utah

This paper documents what may be a "first in the nation": the implementation of a formalized planning process in the media field on a statewide basis. Guidelines were developed for an integrated media system, which included library, television, and audiovisual services, using a systems approach. The aim of the system was to increase use of media in education. This report explains the guidelines that were set up and documents their implementation in two school districts, Jordan and Provo. A four-year evaluation program to assess the impact of the integrated media system on students and teachers is now in process. The evaluation procedures are described. Appendixes present an overview of the planning process and reproduce forms used at various stages of the implementation and evaluation process. (JK)

**ED 070 299** EM 010 592

*Rigney, Joseph W. And Others*

**Computer-Aided Performance Training for Diagnostic and Procedural Tasks.**

University of Southern California, Los Angeles. Dept. of Psychology.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—USC-TR-70

Pub Date Oct 72

Note—97p.; See Also EM 010 593

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Behavioral Science Research, \*Computer Assisted Instruction, Computer Graphics, Computers, Instructional Technology, \*Programmed Instruction, \*Programmed Materials, Programming Languages, \*Task Performance

Identifiers—LISP, TASKTEACH

Two computer programs for computer-assisted performance training were developed to give the students the opportunity for concentrated practice of troubleshooting and procedural tasks in naval electronics. In contrast to the usual approach taken in computer-assisted instruction (CAI), these programs simulate essential aspects of devices and tasks and continuously update their states during a practice session; they generate responses to a student's inputs from that student's history and simple list-structures; they are made specific to particular devices and tasks by data modules (therefore no "CAI language" is used); and they offer the student several options for drills and for receiving advice during practice. The LISP variation of the TASKTEACH programs was used and has been reviewed. These programs are being converted to run in a new type of program graphics terminal with two integral minicomputers. This terminal will be the basis for small "stand alone" CAI systems offering static and dynamic graphics, random-access photographic slides, and front panel simulators. (MC)

**ED 070 300** EM 010 593

*Rigney, Joseph W. Towne, Douglas M.*

**Research in Computer-Aided Performance Training. Final Report.**

University of Southern California, Los Angeles. Dept. of Psychology.

Spons Agency—Office of Naval Research, Washington, D.C. Psychological Sciences Div.

Pub Date Oct 72

Note—17p.; See Also EM 010 592

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Abstracts, \*Computer Assisted Instruction, Computers, \*Digital Computers,



Learning Theories, Literature Reviews, \*Man Machine Systems, Motivation Techniques, Research Projects, \*Simulation, Training Objectives, \*Training Techniques  
Identifiers—\*TASKTEACH

The principal emphasis of this three-year research program was on developing better ways to utilize the power of the digital computer in computer-aided performance training. Two large programs, collectively called TASKTEACH, were developed and tested. These programs combined simulation and gaming techniques. The dialog with the student is sustained without using a computer-assisted instruction (CAI) language. These programs were tested to identify features needing further refinement and to test student acceptance. A second part of the research was concerned with assembling and analyzing studies in the literature bearing on theoretical issues in CAI. Topics included motivating students in training environments, specifying training objectives, evaluating effectiveness of CAI, and recent developments in learning theory and cognitive psychology. Abstracts of technical reports on these subjects are included, along with a summary of a report on TASKTEACH. (JK)

**ED 070 301** EM 010 594  
**Cable Television.**

Federal Communications Commission, Washington, D.C.

Pub Date Oct 72

Note—15p.; Information Bulletin 22-D

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Cable Television, Community Antennas, Federal Laws, Television

Identifiers—FCC, Federal Communications Commission

The Federal Communications Commission (FCC) presents a brief description of cable television and explains some basic regulations pertaining to it. The history of cable regulation covers the initial jurisdiction, economic considerations of the regulation, court tests, and the holding of public hearings. The major provisions of new cable rules are also outlined. These cover authorized signals, additional signals, cable systems outside of television markets, leapfrogging, educational and foreign language stations, program exclusivity, grandfathering, operating requirements, pending cases, nonbroadcast channels, two-way capacity, franchises, and technical standards. Also covered briefly are the cable television task force, advisory committees, cablecasting, cable TV system ownership, electric utility pole use regulations, microwave auxiliary facilities, and nondiscrimination rules. (JK)

**ED 070 302** EM 010 595

**Federal Communications Commission Annual Report Summary.**

Federal Communications Commission, Washington, D.C.

Pub Date 72

Note—33p.; Information Bulletin Fall 1972

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Annual Reports, \*Broadcast Industry, Cable Television, Commercial Television, Communication Satellites, Educational Television, \*Federal Government, Mass Media, Radio, Television, Television Commercials, Video Equipment

Identifiers—FCC, \*Federal Communications Commission

Federal Communications Commission's activities during Fiscal Year 1972 are summarized. The actions of the agency in specific areas; i.e., broadcast, cable television, field engineering, etc., are succinctly stated. Highlights of FY 1972 are presented chronologically at the end of the summary. (MC)

**ED 070 303** EM 010 597

**Holmes, Presley D.**

**Public Broadcasting Development -- The Next Step.**

National Association of Educational Broadcasters, Washington, D. C. Educational Television Stations.

Pub Date Nov 72

Note—22p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Budgeting, Educational Radio, Educational Television, Expenditures, \*Federal Aid, \*Financial Support, Grants, Incentive Grants, Income, \*Money Management, Operating Expenses, \*Public Television, Tax Support

Identifiers—\*Corporation for Public Broadcasting, CPB, Public Broadcasting Act of 1967

Included in the progress report of the Long Range Financing Task Force (LRFTF) of the National Association of Educational Broadcasters was the suggestion that a target of practical and desirable growth for Public Broadcasting over the next five years be specified. This paper offers a proposal in response which considers federal and non-federal funds, incentives, provisions for practical system growth and development, the designation of appropriate accountability, and the requirement for program reassessment prior to proceeding to the next time period. The Corporation for Public Broadcasting Basic Support Fund, the Station Operational Support Fund and the Station Facilities Support Fund are the basic parts of the proposal for which the diverse funding and responsibilities are illustrated. In conclusion this paper provides specific recommendations to the eleven tentatively agreed upon principles of the LRFTF. (MC)

**ED 070 304** EM 010 600

**Jennings, Ralph M.**

**Television Station Employment Practices: The Status of Minorities and Women.**

United Church of Christ, New York, N.Y.

Pub Date Nov 72

Note—63p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Broadcast Industry, \*Commercial

Television, \*Employment Practices, Employment Trends, Minority Groups, \*Negro Employment, \*Sex Discrimination, Working Women

In their annual employment reports of 1972, the 609 commercial television stations included in this study reported that 10 percent of their 39,071 full time employees were drawn from members of minority groups, a slight increase from the nine percent reported in 1971. The proportion of women employees (22 percent) did not change between 1971 and 1972. At the same time employment at the 609 stations rose by about one percent. In 1972, 22.5 percent of the stations reported no full time minority employees. Thirty-four percent had no minority group employees in upper level positions, and 77 percent had none in management. Although almost all stations reported that they had women among their full time employees, 75 percent of the women were engaged in office and clerical jobs. Eighteen percent of the stations indicated that they had no women in upper level positions. Over half had no women in management. Many stations show little or no response to the Federal Communications Commission-mandated priority of providing equal employment opportunities. Some have reduced the proportion of their staffs which are drawn from among minority group members and women. (Author/JK)

**ED 070 305** EM 010 601

**Roberts, Dayton Y. Furnweger, Alfred J.**

**Economics; An Individualized Course. Student Guide & Introduction. Microeconomics.**

**Macroeconomics. Money & Banking. Instructor's Guide.**

Westinghouse Learning Corp., Palo Alto, Calif.

Pub Date 72

Note—247p.; Four modules plus an Instructor's Guide

Available from—Westinghouse Learning Press, 2680 Hanover Street, Palo Alto, California 94304 (\$9.50 for the Student Text; Instructor's Guide accompanies set)

**Document Not Available from EDRS.**

Descriptors—\*College Curriculum, \*Economic Education, \*Individualized Instruction, \*Teaching Guides, \*Textbooks

This course is written for the student who has little or no background in economics; and is geared toward the college undergraduate. All learning objectives are specified so that the student knows what is expected of him. Questions and answers are supplied in the text. Emphasis is on basic concepts, with opportunities for the student to interpret graphs, evaluate current events related to economics, and apply his knowledge to practical situations. The course is in four modules, each bound in paper in separate volumes. The modules are: student guide and introduction, microeconomics, macroeconomics, and money and banking. The instructor's guide which accompanies the student texts explains the systems approach to learning, suggests various

ways to handle the course in individual classrooms, and lists specific resources which may be used in conjunction with those suggested in the text. (JK)

**ED 070 306** EM 010 602

**Cable Television; Takeoff Into Sustained Growth.**

Quantum Science Corp., New York, N. Y.

Pub Date 72

Note—117p.

Available from—Quantum Science Corporation, 851 Welch Road, Palo Alto, California 94304 (\$350.00)

**Document Not Available from EDRS.**

Descriptors—\*Broadcast Industry, \*Cable Television, Management, Management Systems, \*Marketing, Mass Media, Media Technology, \*Publicize, Technology, \*Television Research

Identifiers—Federal Communications Commission

This comprehensive report, prepared by a national commercial information company, describes the current status (1972) of cable television in the United States. The report provides general historical and background information pertaining to the future growth of the industry, the national marketing outlook, the relationship between cable operators and the Federal Communications Commission, a review of the recent technological advances in system and equipment design and descriptive listing of the major operating companies. The report makes some predictions on the fate of various companies involved in cable television and provides investment information on the industry in general. The report is written in a non-technical, easy-to-read, yet all-inclusive style. (MC)

**ED 070 307** EM 010 604

**Ball, Marion J.**

**What is a Computer?**

Pub Date 72

Note—92p.

Available from—Houghton Mifflin Company, College Department, 777 California Avenue, Palo Alto, California 94304 (\$2.25)

**Document Not Available from EDRS.**

Descriptors—\*Computers, Computer Science, \*Computer Science Education, \*Elementary School Mathematics, \*Elementary School Science, Elementary School Students, Guides

This colorfully illustrated book is designed to introduce elementary school students to the world of computers. Computers, their component parts and their capabilities are personified using full page sketches and color drawings. The differences between analog and digital computers are given as is a short history of computer use and development. The terms hardware and software are defined. Simple analogies are used to show how programming is made and how logical sequential steps lead to problem solving. A glossary of terms is included. (MC)

**ED 070 308** EM 010 605

**Narbone, Jean, Ed. Milne, Tom, Ed.**

**Godard on Godard.**

Pub Date 27 Jun 72

Note—292p.

Available from—The Viking Press, Inc., 625 Madison Avenue, New York, N.Y. 10022 (\$10.00, paper, \$3.95)

**Document Not Available from EDRS.**

Descriptors—\*Aesthetic Education, Anthologies, \*Film Study

Identifiers—\*Godard (Jean Luc)

The critical writings of the French film director, Jean-Luc Godard, are collected here. Many of them are reviews which originally appeared in the French magazines "Cahiers du Cinema" and "La Gazette du Cinema." They include comments on many American and European films from the years 1950-59, as well as Godard's comments on films and film-makers, including his own approach to film, from 1960-67. In his espousal of American directors like Frank Tashlin and Douglas Sirk, Godard establishes his own belief in the "auteur" theory of film. His early essay, "Towards a Political Cinema," presages his later films. A commentary by the editor explains obscurities and establishes links between the articles and Godard's own films. Many of the stills which accompany the text were chosen to illustrate the similarity between the photography of the films Godard reviews and his own films. There is an annotated bibliography. (JK)

**ED 070 309** **EM 010 610**

*Mackie, Robert R. And Others*  
**Factors Leading to the Acceptance or Rejection of Training Devices.**

Naval Training Equipment Center, Orlando, Fla.  
 Report No.—NAVTRAEQUIPCEN-70-C-0276-1  
 Pub Date Aug 72  
 Note—171p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Adoption (Ideas), \*Military Training, \*Program Evaluation, Psychological Patterns, Simulators, Trainers, \*Training Techniques

The use and acceptance by Navy personnel of sixteen major training devices were studied in relation to: situational factors affecting training; simulation characteristics of the trainer; instructional characteristics of the trainers; reliability of the trainers; formal and informal communications regarding trainer capabilities, and level of experience of the users in the systems simulated by the trainers. The participants included students, instructors, administrative, and maintenance personnel. An acceptance profiling technique was developed that appeared to be highly diagnostic of the reasons for acceptance or rejection of particular trainers. It was evident that both highly accepted and seriously rejected trainers were represented in the sample. Methods for increasing trainer acceptance were outlined in terms of improvement in specific areas of simulation; improved software; greater qualifications for instructors; improved evaluations of performance; and improved understanding of the purpose, capabilities, and limitations of trainers by the users. (MC)

**ED 070 310** **EM 010 611**

**Bibliography of Nonprint Instructional Materials on the American Indian.**

Brigham Young Univ., Provo, Utah. Inst. of American Indian Studies.

Pub Date 72

Note—221p.

Available from—Brigham Young University Printing Service, Provo, Utah 84601 (\$2.95)

**Document Not Available from EDRS.**

Descriptors—\*American Indian Culture, \*American Indians, \*Annotated Bibliographies, \*Audiovisual Aids, Charts, Films, Filmstrips, Instructional Films, \*Instructional Media, Maps, Multimedia Instruction, Phonotape Recordings, Slides, Transparencies

References to approximately 1400 nonprint instructional materials on the American Indian are included in this bibliography, including 16mm motion pictures, 8mm film loops, filmstrips, 35mm slides, overhead transparencies, study prints, maps, charts, audio recordings, and multimedia kits. A subject index lists entry titles under appropriate categories, and an alphabetical listing of the references by title provides more complete information—grade level, date, running time, type of medium, and a description of the content. A subject heading index and distributor's index are also included. (SH)

**ED 070 311** **EM 010 612**

*Perkins, V. F.*

**Film as Film; Understanding and Judging Movies.**

Pub Date 72

Note—198p.

Available from—Penguin Books, Inc., 7110 Ambassador Road, Baltimore, Maryland 21207 (\$2.25)

**Document Not Available from EDRS.**

Descriptors—\*Aesthetic Education, Analytical Criticism, Film Production, \*Film Study, Photography

The criteria for judging movies which are presented here are based on the belief that film criticism becomes rational, if not "objective", when it displays and inspects the nature of its evidence and the bases of its arguments. The author dissents from the view of early film theorists that montage is the essence of cinema, and that cinema is to be judged by how well it uses that device. "I would wish the limits of my attack on montage theories to be clear. I claim only there is no special merit attaching to the use of editing devices as such, and nothing more cinematic or creative about these usages than about achievements in the significant use of lighting, dialogue, decor, gesture, or any other of the film-maker's resources. Equally there is no objection to the use of crude, single-meaning images as such. The cinema would be enormously

the poorer if deprived of its loaded pistols, banana skins, ticking timebombs and dripping taps. Basic to the synthetic approach to movies which I believe most productive is the claim that significance, emotional or intellectual, arises rather from the creation of significant relationships than from the presentation of things significant in themselves." (Author/JK)

**ED 070 312** **EM 010 613**

**CATV Directory of Equipment, Services, and Manufacturers.**

Pub Date 72

Note—207p.; 1972 Edition

Available from—Communications Publishing Corporation, 1900 West Yale, Englewood, Colorado 80110 (\$6.95)

**Document Not Available from EDRS.**

Descriptors—Broadcast Reception Equipment, \*Cable Television, Community Antennas, \*Directories, Electronic Equipment, \*Equipment Manufacturers, \*Video Equipment Identifiers—CATV

The ninth edition of the Directory of CATV Equipment and Services is organized for rapid reference to all products and services provided to CATV (cable television) operators, contractors, and investors. An index to display advertisers and addresses and general data about manufacturers and suppliers are provided first. The information about products and services is offered in sections covering antennas, towers, and head-end buildings; head-end electronic equipment; distribution equipment; cables, connectors, fittings and accessories; construction materials, tools and equipment; local origination equipment and accessories; CATV test equipment; microwave antennas and equipment; and CATV professional services. (SH)

**ED 070 313** **EM 010 614**

**CATV Systems Directory, Map Service and Handbook.**

Pub Date 72

Note—197p.; 1972-73 Edition

Available from—Communications Publishing Corporation, 1900 West Yale, Englewood, Colorado 80110 (\$8.95)

**Document Not Available from EDRS.**

Descriptors—\*Broadcast Industry, \*Cable Television, Community Antennas, \*Directories, Guides, Mass Media, Networks, Programming (Broadcast), Technological Advancement, Television, Video Equipment Identifiers—Canada, CATV, United States

The current state of cable television systems in the United States and Canada is the subject of this directory. Details given on each system (including those under construction) include subscribers, potential subscribers, names of the manager and chief technician, multiple system operator affiliation, technical capacities, program origination, and rates. A similar listing of multiple systems operators is also provided. Federal regulations, cable television associations, and other information about cable television are included, along with maps showing system locations. (RH)

**ED 070 314** **EM 010 615**

*Kauffmann, Stanley*

**Figures of Light; Film Criticism and Comment.**

Pub Date 71

Note—296p.

Available from—Harper and Row, Publishers, Inc., 49 East 33rd Street, New York, N.Y. 10016 (\$8.95)

**Document Not Available from EDRS.**

Descriptors—Analytical Criticism, \*Film Study

Film reviews by Stanley Kauffmann are presented, most of which originated in "The New Republic," and cover the years 1967-70. The reviews discuss the major American and Foreign films of that period. In addition to his original review, Kauffmann sometimes publishes afterthoughts about the film. (JK)

**ED 070 315** **EM 010 616**

*Bennett, Harold Zina*

**No More Public School.**

Pub Date 72

Note—138p.

Available from—Random House, Inc., 201 East 50th Street, New York, N.Y. 10022 and The Bookworks, 1409 Fifth Street, Berkeley, California 94710 (\$2.95)

**Document Not Available from EDRS.**

Descriptors—Alternative Schools, \*Experimental Schools, \*Home Instruction, Open Education, Parent Participation, \*Progressive Education, School Space

Frustrated by the public schools, the author took his child out of one and set up his own school. This book tells other parents how to do the same. The step-by-step account explains how to take a child out of the public school; set up a plan for the home instruction of a child; choose a more complex educational plan; set up a curriculum for any number of children; establish a group as an "approved" private school; establish the school as a legal corporation; establish the school as a non-profit, tax-exempt organization; set up the business end of the school operation; interview parents, teachers, students, authorities; survive in spite of conflicts with neighbors, authorities, parents, students, and comrades; choose a leader; keep going after the first year; get help when you need it, and learn how to ask for help. It suggests models for schools, such as a mobile school, storefront school, underground school, or big private school. Plans for laying out a school's groundplan and building equipment are also included. As a realistic guide, the book also includes a chapter, "what to do if your school folds." (JK)

**ED 070 316** **EM 010 618**

*Aleinikoff, Eugene N.*

**Copyright Considerations in Educational Broadcasting.**

Stanford Univ., Calif. ERIC Clearinghouse on Educational Media and Technology.

Spons Agency—National Inst. of Education, Washington, D. C.

Pub Date Dec 72

Contract—OEC-1-7-070-873-4581

Note—14p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Copyrights, \*Educational Radio, \*Educational Television, Federal Court Litigation, \*Guides, \*Instructional Television, Public Television

The discussion of copyright law presented here begins with a summary of a few basic aspects of American copyright law. It then goes on to discuss the particular application of this law to educational broadcasting by explaining first copyright law itself and then the historical doctrine of "fair use". "Fair use" is not mentioned in the copyright law but has been progressively developed by the American court to avoid unduly harsh copyright enforcement. The specific application of these principles of law to the use of books and periodicals, music and records, motion pictures, television programs, filmstrips, and photographs is discussed in regard to their use in educational broadcasts. Some of the most recent developments in copyright litigation are briefly summarized in conclusion. A selected bibliography is appended. (JY)

**ED 070 317** **EM 010 623**

*Salomon, Gavriel And Others*

**Educational Effects of Sesame Street on Israeli Children. (Brief Summary).**

Hebrew Univ. of Jerusalem (Israel).

Spons Agency—Children's Television Workshop, New York, N.Y.; Israel Inst. of Applied Social Research, Jerusalem.

Pub Date Sep 72

Note—56p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Children, Educational Research, \*Educational Television, Program Evaluation, \*Television Research, \*Television Surveys, \*Television Viewing, Viewing Time Identifiers—Israel, \*Sesame Street

The results of a field study, a controlled experiment, and clinical observations on the educational effects of "Sesame Street" on Israeli children are summarized in this report. An overview section presents the general format and major findings, the next section describes the background setting of the studies, a method section covers the procedures used. The measures, their administration, and the encouragement treatment of the field study are discussed in the next sections. A results section presents the main findings of the three studies, concluding that the findings showed a very strong effect of Sesame Street on most of the ability measures employed, but that the observed effects of the program were due mainly to the intelligent viewing of it. (SH)

**ED 070 318** EM 010 627

Hoyt, Donald P. Frye, David W. M.  
**The Effectiveness of Telecommunication as an Educational Delivery System. Final Report.**  
 Kansas State Univ., Manhattan. School of Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-2-G-035

Pub Date Jun 72

Grant—OEG-7-72-0008(509)

Note—73p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—College Students, Conventional Instruction, \*Extension Education, \*Intermediate Differences, Performance Factors, Telecommunication, \*Telephone Instruction, University Extension

The effectiveness of six classes taught remotely by amplified telephone was compared with that of identical on-campus classes. Personal characteristics associated with success under the competing educational delivery systems were also evaluated. Criteria included post-test scores on a specially constructed achievement test, final examination grades, final grades, and a student rating of progress on their personal goals. Attitudes and learning preferences were inferred from a specially constructed student survey. Judged on the basis of academic achievement, telephone classes and on-campus classes were equally successful. Using progress on student goals as a criterion, five pairs of telephone and on-campus classes obtained similar results, while for the other pair the telephone classes had a significant advantage. Successful students, regardless of method of criteria, were more motivated and responsible than their less successful counterparts. However, successful telephone students were more self-reliant and independent than successful on-campus students. (Author/JY)

**ED 070 319** EM 010 631

Bretz, Rudy

**Three Models for Home-Based Instructional Systems Using Television.**

Rand Corp., Santa Monica, Calif.

Spons Agency—John and Mary R. Markle Foundation, New York, N.Y.; Office of Education (DHEW), Washington, D.C.

Report No—R-1089-USOE-MF

Pub Date Oct 72

Note—68p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Cost Effectiveness, Elementary Education, \*External Degree Programs, \*Home Instruction, Home Study, Independent Study, Instructional Programs, \*Instructional Television, Junior Colleges, \*Models, \*Open Education, Post Secondary Education, Preschool Education, Secondary Education, University Extension

Identifiers—Sesame Street, Telekolleg, TV College

The use of television as a component of instructional programs designed for home-based students was studied. Three on-going programs—Chicago's "TV College," Bavaria's "Telekolleg," and a Children's Television Workshop series, "Sesame Street"—were chosen for examination. The planning and development stages of these three projects are discussed, pointing out the procedures, activities, and elements of each that appear particularly significant to its success. A checklist of items necessary in the development of a new instructional program using television classifies under four phases those components necessary for success. A general model is described that synthesizes the successful components in the preplanning, planning, promotion, production, operations, and evaluation stages, and gives a comparison of costs. (JY)

**ED 070 320** EM 010 668

Otte, Richard

**Computer Technology Program (REACT). Technical Report.**

Northwest Regional Educational Lab., Portland, Ore.

Spons Agency—National Inst. of Education, Washington, D.C.

Bureau No—BR-1-0749

Pub Date 31 Aug 72

Grant—OEG-0-71-4655

Note—214p.; See Also EM 010 204

**EDRS Price MF-\$0.65 HC-\$9.87**

Descriptors—Computer Assisted Instruction, \*Computer Science Education, \*Course Descriptions, Formative Evaluation, Instructional Materials, Programing, \*Secondary School Students

Identifiers—Computer Technology Program, REACT

Development work of the Computer Technology Program (or REACT-Relevant Educational Applications of Computer Technology) during the period of July 1, 1971 to August 31, 1972 is summarized here. Work during this period included writing and developmental testing of a course in computer careers for high school pupils. This phase took the course through two testing and revision cycles and brought it to the interim product state ready for field testing. The report contains a background of the program, descriptions of products and testing program, results, and actions and recommendations. In addition there is a sample of the prototype manuals produced. (Author/JY)

**FL****ED 070 321**

Lum, John Bernard

**An Effectiveness Study of English as a Second Language (ESL) and Chinese Bilingual Methods.**

Pub Date [71]

Note—125p.; Ph.D. dissertation, University of California, Berkeley

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Bilingual Education, Bilingualism, Chinese, \*Chinese Americans, Comparative Analysis, Cultural Education, Doctoral Theses, Educational Experiments, \*English (Second Language), Ethnic Groups, Grammar, Immigrants, \*Language Development, Language Instruction, Oral English, Program Evaluation, Second Language Learning, Statistical Analysis, Tables (Data), \*Teaching Methods

Identifiers—San Francisco

This study investigates which teaching style—Chinese bilingual or English as a second language—leads to greater oral English maturity and how useful the Chinese language is in helping a non-English-speaking Chinese person learn oral English. In the English-as-a-second-language method, the student's native language is used sparingly to avoid linguistic interference. Audiolingual means are used to internalize grammatical structures. The Chinese bilingual style uses Chinese to teach English and combines techniques from other methods. Details of the study are reported; statistical ratings of oral language maturity and language skills are presented. Recommendations, topics for further study, and a bibliography are included. (VM)

**ED 070 322**

Kelz, Heinrich

**Basis of Articulation.**

Note—31p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Applied Linguistics, \*Articulation (Speech), Descriptive Linguistics, Language Research, Linguistics, \*Linguistic Theory, \*Phonetics, Phonology, \*Physiology, Pronunciation, Second Language Learning, \*Speech

This article intends to shed light on the somewhat nebulous term "basis of articulation," which is used frequently in Eastern European phonetic and linguistic literature but highly neglected in contemporary American literature. In a historical approach, it is shown how the term originated and developed, how it is defined by various authors, and how it is applied today with special emphasis on American and British literature. (Author/VM)

**ED 070 323**

Abrahams, Roger D., Ed. Troike, Rudolph C., Ed.

**Language and Cultural Diversity in American Education.**

Pub Date 72

Note—339p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, N.J. 07632 (\$7.95 cloth, \$4.95 paper)

**Document Not Available from EDRS.**

Descriptors—\*American English, Attitudes, Cultural Background, \*Cultural Differences, Cul-

tural Interrelationships, Cultural Traits, Dialect Studies, Educational Attitudes, Grammar, \*Minority Groups, Negroes, Nonstandard Dialects, Social Dialects, Social Disadvantage, \*Sociolinguistics, Standard Spoken Usage, Success Factors, \*Teacher Attitudes

The major aim of this book is to teach present or prospective teachers how to recognize the linguistic and cultural differences of their students. The essays selected for the anthology attempt to show how to make education more meaningful for the student by upgrading teachers' attitudes about minority cultures, developing a sensitivity to behavioral differences, achieving a perspective of praise, and striving to teach by recognizing and getting beyond one's own sense of cultural bias. Articles are grouped in these areas: (1) the problem, (2) cultures in education, (3) language, (4) sociolinguistics, (5) Black English, and (6) applications. An index is provided. (Author/RL)

**ED 070 324**

Taylor, Marcia E.

**Orientation in Business English: Secretarial Series, Text 1.**

Institute of Modern Languages, Inc., Washington, D.C.

Pub Date 72

Note—134p.

Available from—Institute of Modern Languages, Inc., Publications Division, 2129 S Street, N.W., Washington, D.C. 20008 (#1211, \$3.00)

**Document Not Available from EDRS.**

Descriptors—Business Education, \*Business English, \*Business Skills, \*Conversational Language Courses, \*English (Second Language), Instructional Materials, Language Instruction, Language Skills, Listening, Non English Speaking, Secretaries, Speaking, Teaching Methods, \*Textbooks, Vocabulary

This is the first text in a Business English series designed for non-English-speaking secretarial students. The purpose of this text is to teach basic conversational English while providing students with an introduction to secretarial terminology and skills. Each of the twenty lessons has four parts: Part 1 focuses on the language used in social situations; Part 2 introduces new structures and vocabulary through "Situation Sequences;" Part 3 contains material related to secretarial skills; and Part 4 is an illustrated reading which is followed by comprehension questions. For the workbook accompanying the text, see FL 003 496. (Author/VM)

**ED 070 325**

Taylor, Marcia E.

**Orientation in Business English: Secretarial Series, Workbook 1.**

Institute of Modern Languages, Inc., Washington, D.C.

Pub Date 72

Note—127p.

Available from—Institute of Modern Languages, Inc., Publications Division, 2129 S Street, N.W., Washington, D.C. 20008 (#1212, \$2.25)

**Document Not Available from EDRS.**

Descriptors—Business Education, \*Business English, \*Business Skills, \*Conversational Language Courses, \*English (Second Language), Instructional Materials, Language Instruction, Language Skills, Listening, Non English Speaking, Reading Skills, Second Language Learning, Secretaries, Speaking, Teaching Methods, Textbooks, Vocabulary, \*Workbooks, Writing Skills, Written Language

This workbook accompanies the first text in a Business English series designed for non-English-speaking secretarial students. It provides written reinforcement of the material presented in the text; the twenty lessons in the workbook correspond to the twenty lessons in the text and give the student practice in reading and writing what he has previously studied orally in class. Each lesson is divided into three parts: Part 1 contains questions which require a written answer or answers which require a written question; Part 2 consists of various exercises which focus on the structures or concepts which students have previously studied in the text; Part 3 contains an illustrated reading followed by comprehension and personal questions. For the companion textbook, see FL 003 495. (Author/VM)



ED 070 326 FL 003 503

Zirkel, Perry Alan

**An Evaluation of the Effectiveness of Selected Experimental Bilingual Education Programs in Connecticut.**

Hartford Univ., West Hartford, Conn. Connecticut Migratory Children's Program.

Pub Date May 72

Note—175p.; Reprint of doctoral dissertation submitted to the University of Connecticut

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Bilingual Education, Economically Disadvantaged, \*Educational Experiments, \*Educational Opportunities, Educational Research, English (Second Language), Family Involvement, Language Skills, Literature Reviews, Mexican Americans, Minority Groups, Parent Attitudes, Primary Grades, \*Program Evaluation, Puerto Ricans, Self Concept, \*Spanish Speaking, Tables (Data)

Identifiers—Connecticut

The purpose of this study is to assess the effectiveness of the experimental bilingual education programs in Bridgeport, Hartford, New Britain, and New London, Connecticut, during the first year of operation (1970-71) with respect to selected pupil and parent reactions. Specifically, the evaluation seeks to compare the experimental bilingual education programs with control-group children in three areas: gains in academic abilities in Spanish and English; gains in self-concept level; and attitudes that parents have toward themselves at the end of the year (Does one group feel more informed, interested, involved, and in favor of the school program than the other?). The subjects of the study were economically disadvantaged Puerto Rican pupils in the primary grades in the four cities. Extensive details on the research, procedures, and findings are provided here after a review of other literature on the topic. Summary, conclusions, and recommendations are included. (VM)

ED 070 327 FL 003 536

Springer, Hisami K., Comp.

**100 Books for Teachers of English as a Second Language: An Annotated Bibliography.**

Hawaii Univ., Honolulu.

Pub Date Jun 71

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Annotated Bibliographies, Bibliographies, \*English (Second Language), \*Instructional Materials, Language Tests, Material Development, \*Resource Materials, Teacher Education, Teaching Methods

This annotated bibliography includes materials for English as a second language published after 1960 which are available at the University of Hawaii libraries. Part 1 lists general works on methodology, testing, preparation and analysis of materials, and works for teacher training. Part 2 includes materials which concentrate on specific geographical areas. Part 3 covers textbooks and Part 4 lists miscellaneous selected titles relevant to the field. Not included are reference sources such as guides to the literature, encyclopedias, bibliographies, printed library catalogues, dictionaries, indexing and abstracting services, current awareness services, and serial publications. (Author)

ED 070 328 FL 003 558

Costinett, Sandra

**Orientation in American English: Reader 6.**

Institute of Modern Languages, Inc., Washington, D.C.

Pub Date 72

Note—61p.

Available from—Institute of Modern Languages, Inc., Publications Division, 2129 S Street, N.W., Washington, D.C. 20008 (#166C, \$1.20)

Document Not Available from EDRS.

Descriptors—\*American English, \*Composition Skills (Literary), \*English (Second Language), Language Instruction, Reading Comprehension, \*Reading Materials, Second Language Learning, Supplementary Reading Materials, \*Writing Skills

This reader is designed to accompany the sixth text in the Orientation in American English series. It is intended to provide advanced practice in reading comprehension as well as concentrated practice in composition techniques and writing. At the same time it supports and reinforces concepts and structures introduced in the text. The

reader may be used alone as supplementary material with other programs, both in the classroom and for individualized study. Each of the five lessons in the reader is divided into three parts: Part 1 consists of an illustrated reading selection followed by discussion questions; Part 2 consists of a series of discussion questions from which outlines are developed as the basis for writing compositions; Part 3 consists of a discussion of various composition techniques and word study exercises. (Author/VM)

ED 070 329 FL 003 560

Taylor, Marcia E.

**Orientation in Business English: Secretarial Series, Text 2.**

Institute of Modern Languages, Inc., Washington, D.C.

Pub Date 72

Note—105p.

Available from—Institute of Modern Languages, Inc., Publications Division, 2129 S Street, N.W., Washington, D.C. 20008 (#1221, \$3.00)

Document Not Available from EDRS.

Descriptors—Business Education, \*Business English, \*Business Skills, \*Conversational Language Courses, \*English (Second Language), Instructional Materials, Language Instruction, Language Skills, Listening, Non English Speaking, Second Language Learning, Secretaries, Speaking, Teaching Methods, \*Textbooks, Vocabulary

This is the second text in a Business English series designed for non-English-speaking secretarial students. Its purpose is to teach conversational English while providing students with useful information about secretarial skills and American culture. The fifteen lessons in the text are each divided into four parts: Part 1 focuses on some aspect of American culture and presents information through "Situation Sequences;" Part 2 introduces new structures and vocabulary relevant to secretarial skills and terminology needed in a job situation; Part 3 contains material related to specific secretarial skills, such as correct telephone manners or the use of form letters; Part 4 of each lesson includes an illustrated reading which also functions as a job description, followed by comprehension questions and conversation practice. For the companion workbook, see FL 003 562. (Author/VM)

ED 070 330 FL 003 561

Costinett, Sandra

**Orientation in American English: Reader 5.**

Institute of Modern Languages, Inc., Washington, D.C.

Pub Date 72

Note—61p.

Available from—Institute of Modern Languages, Inc., Publications Division, 2129 S Street, N.W., Washington, D.C. 20008 (#155C, \$1.20)

Document Not Available from EDRS.

Descriptors—\*American English, \*Composition Skills (Literary), \*English (Second Language), Instructional Materials, Language Instruction, Reading Comprehension, \*Reading Materials, Second Language Learning, Supplementary Reading Materials, \*Writing Skills

This reader is designed to accompany the fifth text in the Orientation in American English series. It is intended to provide advanced practice in reading comprehension as well as concentrated practice in composition techniques and writing. At the same time it supports and reinforces concepts and structures introduced in the text. The reader may be used alone as supplementary material with other programs, both in the classroom and for individualized study. Each of the five lessons in the reader is divided into three parts: Part 1 consists of an illustrated reading selection followed by discussion questions; Part 2 consists of a series of discussion questions from which outlines are developed as the basis for writing compositions; Part 3 consists of a discussion of various composition techniques and word study exercises. (Author/VM)

ED 070 331 FL 003 562

Taylor, Marcia E.

**Orientation in Business English: Secretarial Series, Workbook 2.**

Institute of Modern Languages, Inc., Washington, D.C.

Pub Date 72

Note—97p.

Available from—Institute of Modern Languages, Inc., Publications Division, 2129 S Street, N.W., Washington, D.C. 20008 (#1222, \$1.75)

Document Not Available from EDRS.

Descriptors—Business Education, \*Business English, \*Business Skills, \*Conversational Language Courses, \*English (Second Language), Instructional Materials, Language Instruction, Language Skills, Listening, Non English Speaking, Reading Skills, Second Language Learning, Secretaries, Speaking, Teaching Methods, Textbooks, Vocabulary, \*Workbooks, Writing Skills, Written Language

This workbook accompanies the second text in a Business English series designed for non-English-speaking secretarial students. It provides written reinforcement of the material presented in that text; the fifteen lessons in the workbook correspond to the fifteen lessons in the text and give the student practice in reading and writing what he has previously studied orally in class. Each lesson is divided into three parts: Part 1 consists of either questions which require a written answer or answers which require a written question; Part 2 contains various exercises which are designed to reinforce the structures and secretarial skills presented in the text; Part 3 presents an illustrated reading which is essentially non-technical, focusing on some aspect of living in the United States, followed by comprehension questions, discussion questions, and paragraph writing practice. For the companion text, see FL 003 560. (Author/VM)

ED 070 332 48 FL 003 583

Kovtun, Emil, Comp. Micklesen, Lew R., Comp.

**Textbook for Beginning Czech.**

Washington Univ., Seattle.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-9-7764

Pub Date 31 Aug 72

Contract—OEC-070-3331-823

Note—656p.; Prepublication version

EDRS Price MF-\$0.65 HC-\$23.03

Descriptors—College Instruction, \*Czech, Glossaries, \*Grammar, \*Instructional Materials, Language Instruction, Morphology (Languages), Phonetics, \*Slavic Languages, Syntax, Teacher Developed Materials, \*Textbooks, Traditional Grammar, Vocabulary Development

This textbook contains 20 lessons in basic Czech grammar, including phonetics, morphology, and selected aspects of syntax. Some 2,500 high frequency vocabulary items are integrated into the instructional materials. Each lesson begins with an introductory vocabulary list, followed by an exposition of grammatical points together with illustrative drills and exercises. Also contained in each lesson are a collection of sentences in dialogue format, a reading selection representing a recasting of the dialogue sentences, translation exercises from English into Czech, and suggestions for conversation in the classroom. An appendix contains lessons devoted to a presentation of the special morphological and lexical idiosyncrasies of colloquial Czech. Czech-English and English-Czech glossaries are included. (RL)

ED 070 333 FL 003 590

Altman, H. B., Comp. Frechette, E. A., Comp.

**Culture and Civilization: A Bibliography for Teachers of Foreign Languages (1953-1971).**

Pub Date [72]

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Bibliographies, \*Cross Cultural Studies, Cultural Background, \*Cultural Education, Cultural Enrichment, Cultural Traits, Culture, Instructional Materials, Instructional Program Divisions, \*Language Instruction, \*Modern Languages

This bibliography lists some 400 references for the teaching of culture and civilization and was compiled for teachers of foreign languages in American schools and colleges. Each item included in the study meets one or more of the following criteria: (1) it was submitted to ERIC or published in a source readily accessible to foreign language teachers, and is of specific concern to the foreign language classroom; (2) although not readily accessible to foreign language teachers, it contains information specific to the foreign language classroom; and (3) it is a reference work or "classic" in cultural studies, which is of interest to teachers of specific languages and cultures. Retrieval numbers of documents available through ERIC are provided. (RL)

**ED 070 334 FL 003 602**

Mackey, William Francis  
**Language Status and Language Contact in Geolinguistic Perspective.**

Pub Date Apr 72

Note—80p.; Lecture prepared for the Foreign Language Education Center of the University of Texas at Austin, April 1972

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Behavior Patterns, Bilingual Education, Bilingualism, Cultural Factors, Educational Policy, Environmental Influences, Geographic Distribution, \*Government Role, \*Language Planning, \*Language Role, Linguistic Theory, Multilingualism, Official Languages, Political Divisions (Geographic), \*Political Issues, Social Factors, \*Sociolinguistics, Statistical Analysis, Tables (Data)

This study presents the theories that contribute to what the author has called geolinguistics, a discipline that deals with the external fate of languages as they are distributed over the face of the globe. Such a study is relevant in terms of official language planning when legislators seek to impose a given language on people of varied backgrounds. Such language planning requires the study of the linguistic forces of a given situation, including such characteristics as language power, language attraction, and language pressure. The author defines, illustrates, and discusses these terms and indicates their application to his theory of geolinguistics. (VM)

**ED 070 335 FL 003 611**

**Teaching Modern Languages Across the Ability Range: CILT Reports and Papers 8.**

Centre for Information on Language Teaching, London (England).

Pub Date Sep 72

Note—81p.; Papers from a conference held at State House, High Holborn, London, England, March 27-28, 1972

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Conference Reports, \*Curriculum Development, \*Elementary Schools, \*Fles, French, Instructional Program Divisions, \*Language Instruction, Language Programs, Student Interests, Student Needs, Teacher Supply and Demand

Identifiers—\*England

Papers compiled in this report from a conference on teaching a foreign language (usually French) to all primary school pupils in England reflects the national effort to extend language instruction in the comprehensive school programs now under development. The papers raise fundamental questions about the nature and purpose of the general curriculum and the methodology of language teaching. Problems related to the availability of trained teachers, the provision of equipment, and the development of course materials to suit pupils of varying ability are also examined. Resource materials and a list of participants are included. (RL)

**ED 070 336 FL 003 612**

**French in the Primary School: Field Report No. 2.**

Schools Council, London (England).

Pub Date [66]

Note—14p.

Available from—Schools Council, 160 Great Portland Street, London, W 1, England (Gratis)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Curriculum Development, Educational Experiments, Elementary Schools, \*Fles, \*French, Instructional Improvement, Language Instruction, \*Modern Languages, Program Content, Program Descriptions, \*Program Design, Teacher Education

Identifiers—\*England

This is an account of the first two years' operation of a national experiment in language instruction in England, jointly sponsored by the Schools Council and the Nuffield Foundation for teaching French in primary schools. The report discusses: (1) origins of the experiment, (2) planning the pilot project, (3) "Why French?", (4) the objectives of the pilot project, (5) course materials, (6) consultation and liaison, (7) the Schools Council Modern Languages Subcommittee "A," (8) launching the project, (9) selecting the pilot areas, (10) training the primary teachers, (11) training the secondary teachers, (12) modern language centers, (13) the spread of primary French teaching, (14) surveying the national situation, and (15) the situation today. (RL)

**ED 070 337 FL 003 632**

**Lernen Wir Deutsch! Part 5, German: 7534.01.**

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—26p.; Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Audiolingual Methods, Cultural Education, Curriculum Development, \*German, Grammar, \*Instructional Materials, \*Language Instruction, Language Skills, Listening Comprehension, Modern Languages, \*Performance Criteria, Reading Skills, Secondary Schools, Speech Skills, \*Teaching Guides, Writing Skills

Identifiers—\*Quinmester Program

This course in German prescribes broad goals and performance objectives for the development of cultural awareness, student attitudes, and listening, speaking, writing, and reading skills. Students plan an imaginary shopping trip and visit to the city. Practice in asking directions and discussion of such German customs as a skiing trip and the celebration of "Mother's Day" are integrated in the lessons. The differences between the verbs "dürfen" and "mogen" and the present tense of verbs with separable prefixes are examined. It is suggested that the course be taught in German. Description of teaching methods, sample evaluation material, and a list of reference texts are included. (RL)

**ED 070 338 FL 003 633**

**Lernen Wir Deutsch! Part 9, German: 7535.01.**

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—29p.; Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Audiolingual Methods, Cultural Education, Curriculum Development, \*German, Grammar, \*Instructional Materials, \*Language Instruction, Language Skills, Listening Comprehension, Modern Languages, \*Performance Criteria, Reading Skills, Secondary Schools, Speech Skills, \*Teaching Guides, Writing Skills

Identifiers—\*Quinmester Program

This course in German prescribes broad goals and performance objectives for the development of cultural awareness, student attitudes, and listening, speaking, writing, and reading skills. Students read about and discuss a castle built by Ludwig, the "Mad King of Bavaria," and become acquainted with Bonn, the capital of West Germany. The German theater is also studied. Structural items include the past tense of weak and strong verbs, adjective endings after "der" words, the dative plural of the articles, and prepositions which govern the accusative. The writing of simple compositions is based upon a controlled vocabulary. Description of teaching methods, sample evaluation material, and a list of reference materials are included. (RL)

**ED 070 339 FL 003 634**

**Lernen Wir Deutsch! Part 13, German: 7536.01.**

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—24p.; Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Audiolingual Methods, Cultural Education, Curriculum Development, \*German, Grammar, \*Instructional Materials, \*Language Instruction, Language Skills, Listening Comprehension, Modern Languages, \*Performance Criteria, Reading Skills, Secondary Schools, Speech Skills, \*Teaching Guides, Writing Skills

Identifiers—\*Quinmester Program

This course in German prescribes broad goals and performance objectives for the development of cultural awareness, student attitudes, and listening, speaking, writing, and reading skills. Students gain an insight into life in postwar Germany through stories about this period of history. Structural items stressed, are relative pronouns and clauses, adjectives not preceded by a determiner, "ein" words used as pronouns, and a comprehensive review of all declensional forms taught in preceding Quinmester courses. It is suggested that this course be taught in German. Sample evaluation materials and a list of references are included. (RL)

**ED 070 340 FL 003 640**

**Communicate in Russian—Part 1: 7543.02.**

Dade County Public Schools, Miami, Fla.

Pub Date Jan 72

Note—24p.; Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Audiolingual Methods, Cultural Education, Curriculum Development, Grammar, \*Instructional Materials, \*Language Instruction, Language Skills, Listening Comprehension, Modern Languages, \*Performance Criteria, Reading Skills, \*Russian, Secondary Schools, Speech Skills, \*Teaching Guides, Writing Skills

Identifiers—\*Quinmester Program

This first volume in a three-part series intended to follow the Quinmester course "Survive a Russian Party" prescribes broad goals and performance objectives for the development of listening, reading, speaking, and writing skills. Students practice conversational skills in Russian over the telephone, discuss everyday activities from writing to playing soccer, and plan a Russian-style picnic in the mountains. Basic grammatical structures include the use of nouns, pronouns, and verbs. A vocabulary list and references are included. For the companion documents, see FL 003 641 and FL 003 643. (RL)

**ED 070 341 FL 003 641**

**Communicate in Russian—Part 2: 7543.04.**

Dade County Public Schools, Miami, Fla.

Pub Date Jan 72

Note—31p.; Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Audiolingual Methods, Cultural Education, Curriculum Development, Grammar, \*Instructional Materials, \*Language Instruction, Language Skills, Listening Comprehension, Modern Languages, \*Performance Criteria, Reading Skills, \*Russian, Secondary Schools, Speech Skills, \*Teaching Guides, Writing Skills

Identifiers—\*Quinmester Program

This second volume of a three-part series intended to follow the Quinmester course "Survive a Russian Party" prescribes broad goals and performance objectives for the development of listening, reading, speaking, and writing skills. Cultural objectives and desirable student attitudes are suggested. Students take an imaginary flight to Leningrad, tune in a radio broadcast by cosmonauts, and learn more of the communication process of the Russian language, including idiomatic expressions and how to use direct objects. The course uses units 6, 7, and 8 of "A-LM Russian" as basic text material. A vocabulary list and references are included. For the companion documents, see FL 003 640 and FL 003 643. (RL)

**ED 070 342 FL 003 643**

**Communicate in Russian—Part 3: 7543.05.**

Dade County Public Schools, Miami, Fla.

Pub Date Jan 72

Note—36p.; Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Audiolingual Methods, Cultural Education, Curriculum Development, Grammar, \*Instructional Materials, \*Language Instruction, Language Skills, Listening Comprehension, Modern Languages, \*Performance Criteria, Reading Skills, \*Russian, Secondary Schools, Speech Skills, \*Teaching Guides, Writing Skills

Identifiers—\*Quinmester Program

This third volume of a three-part series intended to follow the Quinmester course "Survive a Russian Party" prescribes broad goals and performance objectives for the development of listening, reading, speaking, and writing skills. Cultural objectives and desirable student attitudes are suggested. Grammatical study of the past tense and the genitive case leads to greater flexibility in spoken and written communication. A vocabulary list and references are included. For the companion documents, see FL 003 640 and FL 003 641. (RL)

**ED 070 343 FL 003 644**

**A Taste of Spanish, Foreign Language: 7503.21.**

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—71p.; Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Audiolingual Methods, Cultural Education, Curriculum Development, Grammar, \*Instructional Materials, \*Language Instruction, Language Skills, Listening Comprehension, Modern Languages, \*Performance Criteria, Reading Skills, Secondary Schools, \*Spanish, Speech Skills, \*Teaching Guides, Writing Skills

Identifiers—\*Quinmester Program

This introductory conversational course is intended for the student who would like to learn some Spanish but is uncertain about his desire to continue its formal study. The course content includes greetings, numbers 0-100, days of the week, months of the year, weather, time, and family, colors, games, dances and songs, and sufficient grammar to facilitate meaningful learning of the materials. The course is presented in three parts: course content, suggested expansion of materials, and additional material for an accelerated class. Broad goals and performance objectives for the development of listening, speaking, reading, and writing skills are prescribed. A list of references is included. (RL)

ED 070 344 FL 003 658

Research Trends in Computational Linguistics. Conference Report.

Center for Applied Linguistics, Washington, D.C. Spons Agency—National Science Foundation, Washington, D.C. Div. of Social Sciences. Report No.—NSF-GS-32399

Pub Date 72

Note—98p.; Report of a Conference Sponsored by The Center for Applied Linguistics and the Association for Computational Linguistics, Washington, D.C., March 14-16, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Algorithms, Artificial Speech, \*Computational Linguistics, Computer Science, \*Conference Reports, Dialect Studies, Grammar, Information Processing, \*Language Research, Linguistic Performance, Machine Translation, Man Machine Systems, Phonology, Psycholinguistics, \*Research Needs, \*Research Problems, Semantics, Sociolinguistics, Speech, Syntax

This document contains the reports summarizing the main discussion held during the March 1972 Computational Linguistics Conference. The first report, "Computational Linguistics and Linguistics," helps to establish definitions and an understanding of the scope of computational linguistics. "Integrated Computer Systems for Language" and "Computer-Oriented Grammars and Parsing" deal with technical issues and immediate concerns for research. "Machines and Speech" reports on a topic of emerging relevance in the field; lengthy consideration is given to reading machines for the blind and speech understanding systems, among other topics. "Language Performance (Psycholinguistics and Dialectology)" describes another fairly new application for computational linguistics. The last two reports, "Social Implications of Automatic Language Processing" and "Professional Ethics, Standards, and Education," involve issues related to the potential impact and implications of computational linguistics and its concerns. (VM)

ED 070 345 FL 003 662

Morrison, Frances Crook

Evaluation of an Experimental Intensive French Programme for Grade Eight Students.

Ottawa Board of Education, Ontario. Research Centre.

Pub Date 31 May 72

Note—26p.; Paper presented at the Joint Annual Conference of CADE-CAFE-CAPE-CCRE-CERA-CIESC, McGill University, Montreal, Canada, May 31, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Educational Experiments, \*French, Grade 8, Instructional Program Divisions, \*Intensive Language Courses, Language Instruction, \*Language Skills, \*Learning Motivation, Listening Tests, Second Language Learning, Speech Skills, Student Attitudes, Student Evaluation, Student Motivation, Student Testing, \*Teaching Methods

Identifiers—Canada, Ottawa

This interim report on an experimental program to increase student motivation to learn French at the Cultural Centre of Intensive French (CCIF) examines objectives, evaluation procedures, and results of the experiment. Part 1

contains sections on: (1) French achievement in Ottawa, Canada, grade 8 classes, (2) Pimsleur listening comprehension test, (3) Pimsleur speaking test, (4) CCIF pre-test and post-test, and (5) a student questionnaire. Part 2 includes: (1) the effect of the CCIF experience, (2) comparison between CCIF students and others, (3) a concluding statement, and (4) changes in CCIF students. (RL)

ED 070 346 FL 003 666

Taylor, Harvey M.

TESL: Antidote for Truancy?

Hawaiian Language Teachers Association, Honolulu.

Pub Date Sep 71

Note—7p.

Journal Cit—Hawaii Language Teacher; v13 n2 p37-43 Sep 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Acculturation, Cultural Differences, \*Cultural Education, Educational Needs, Educational Problems, \*English (Second Language), Family Influence, \*Immigrants, Individualized Instruction, \*Junior High Schools, Language Proficiency, Peer Teaching, Program Design, \*Program Evaluation, Teaching Methods, Truancy

Identifiers—Hawaii

This paper contains remarks concerning the accomplishments and problems of the English-as-a-second-language program implemented at the Kalakaua Intermediate School in Hawaii for immigrant students as they enter a new, American culture. One of the greatest problems faced by the program is deciding which sections of regular classes the newly arrived students should enter to help them most in their process of acculturation. A discussion of the negative and positive results of placing these students in faster, regular classes is provided. The program evaluation advocates personal contact with the students, a continuation of the individualization of instruction through the use of tutors, and a constant review of materials, methods, and the general program. (VM)

ED 070 347 FL 003 672

Bibliographie Moderner Fremdsprachenunterricht, 3(1972) Nr. 3 (Bibliography: Modern Foreign Language Instruction, 1972. Volume 3, Number 3).

Informationszentrum für Fremdsprachenforschung, Marburg (Germany).

Pub Date 72

Note—128p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Abstracts, \*Annotated Bibliographies, Audiovisual Aids, Bilingualism, Cultural Education, \*Documentation, English (Second Language), Grammar, Information Dissemination, Information Retrieval, \*Information Systems, \*Language Instruction, Language Laboratories, Linguistics, \*Modern Languages, Programmed Instruction, Subject Index Terms, Teacher Education, Teaching Methods, Teaching Techniques

This annotated bibliography on the teaching of modern foreign languages was prepared by the West German documentation center dealing with foreign language research, a center similar to the clearinghouses in the Educational Resources Information Center (ERIC). Most of the 266 entries appeared in 1971 and 1972. The sections of the bibliography include: (1) an alphabetical listing of items, including full bibliographic citations and subject index terms; (2) abstracts of the items; and (3) a subject index developed from the descriptor terms assigned to each entry in the first section. A list of journals cited, an author index, and a listing of other bibliographies on the topic are included. (WB)

ED 070 348 FL 003 675

Rosenthal, Bianca

Evaluation Report: 1972 WIIFL—Workshop in Individualized Instruction in Foreign Languages.

California Polytechnic State Univ., San Luis Obispo. Education Dept.; California Polytechnic State Univ., San Luis Obispo. Foreign Language Dept.

Spons Agency—California State Dept. of Education, Sacramento.

Pub Date 72

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Individualized Instruction, Inservice Teacher Education, \*Language Instruc-

tion, \*Modern Languages, Program Evaluation, Summative Evaluation, \*Teacher Workshops, \*Teaching Methods

Some 65 foreign language teachers in California participated in a workshop designed to give teachers the necessary skills and background to individualize their teaching methods. The report contains a variety of materials used in the workshop, including: (1) a summary report of the workshop, (2) workshop experiences, and (3) an evaluation of the program. Appendixes contain a list of participants, the workshop program and objectives, and a workshop evaluation form. A learning activity packet (LAP) distributed to the workshop participants is included. (RL)

ED 070 349 FL 003 680

Technical Cooperation with Iran: A Case Study of Opportunities and Policy Implications for the United States. Report to the Agency for International Development.

Agency for International Development (Dept. of State), Washington, D.C.

Pub Date 11 Apr 72

Note—114p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Developing Nations, \*Economic Development, Economic Factors, Economic Research, Economic Status, \*Federal Aid, Federal Government, Federal Programs, Industrialization, \*International Programs, \*Technical Assistance, Technological Advancement

Identifiers—\*Iran

This report concerns aspects of the United States' changing policies for providing economic and technical assistance to developing nations. Of primary importance in a review of relationships with those rapidly developing nations no longer eligible for concessional assistance from the Agency for International Development (AID) are the possible mutual benefits from application of U.S. expertise in selected economic sectors. A team of American specialists from AID explores the possibilities for an expanded technical cooperation with Iran in this report. Results of the study indicate Iranian desire for increased American advisory expertise in several areas, particularly in agronomy and in mineral resources development. Identification of these and other opportunities for technical cooperation leads the American advisors to recommend vigorous follow-up by appropriate U.S. agencies. (RL)

ED 070 350 FL 003 696

von Elek, Tibor Oskarsson, Mats

Teaching Foreign Language Grammar to Adults: A Comparative Study.

Gothenburg School of Education (Sweden). Dept. of Educational Research; Gothenburg Univ. (Sweden). Dept. of English.

Spons Agency—Committee for Educational Research and Development in the Swedish Folk High Schools, Stockholm; National Swedish Board of Education, Stockholm.

Report No.—R-Bull-10

Pub Date May 72

Note—337p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Adult Education, \*Adults, Audiovisual Methods, Audiovisual Instruction, Basic Skills, Cognitive Processes, Cognitive Tests, \*Educational Experiments, \*English (Second Language), \*Grammar, Language Skills, Learning Theories, Linguistic Competence, Modern Languages, \*Teaching Methods, Traditional Grammar, Transformation Theory (Language)

Identifiers—Gothenburg, GUME Adults Project, Methods of Teaching English, Sweden

This study presents the procedures and results of an experiment conducted in Sweden to assess the relative effectiveness of two methods of teaching the grammatical structures of English as a foreign language to adults. The main objective of the study is to find indications as to which of the two theories (the audiolingual habit theory or the cognitive code-learning theory) provides a better basis for teaching foreign language grammar to adults. Chapters examine experimental objectives, existing research, teaching methods, comparative studies, experimental design, evaluation instruments, and project results. Appendixes contain sample instructional materials, charts illustrating distribution of lesson time, evaluation instruments, and information about the Swedish school system. Lists of tables and figures are provided. (RL)



ED 070 351

FL 003 697

Bearth, Thomas

L'Enonce Toura-Cote d'Ivoire (The Spoken Language of Toura-Ivory Coast).

Oklahoma Univ., Norman. Summer Inst. of Linguistics.

Pub Date 71

Note—492p.; Doctoral dissertation submitted at the University of Geneva, Switzerland, 1970, Summer Institute of Linguistics Publications in Linguistics and Related Fields, Publication No. 30

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—\*African Languages, \*Descriptive Linguistics, Dialects, Grammar, Linguistics, Morphology (Languages), Phonemes, Phonology, Sentence Diagramming, \*Standard Spoken Usage, Syllables, Syntax, \*Transformation Generative Grammar

Identifiers—\*Ivory Coast, \*Toura

The spoken language of Toura, a language spoken by nearly 20,000 inhabitants of a mountainous region situated in the north of Man, the administrative center of the West Ivory Coast, is systematically analyzed in this linguistic study. Sixteen major chapters include: (1) grammatical generalizations, (2) phonemic unities, (3) classification of phonemes, (4) tones, (5) syllables, (6) phonology: the word, (7) phonology: the sentence, (8) grammatical generalizations, (9) type of utterance, (10) lexical syntagms, (11) lexical themes, (12) the aspect-mode system: enunciated mode, (13) the aspect-mode system: determinative mode, (14) the aspect-mode system: participial mode, (15) the emphatic utterance, and (16) segmentation, incorporation, hypotaxis, and parataxis. Notes, abbreviations, index, list of diagrams and illustrations, and references are included. (RL)

ED 070 352

FL 003 705

Lernen Wir Deutsch! Part 10, German: 7535.02.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—25p.; Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiolingual Methods, Cultural Education, Curriculum Development, \*German, Grammar, \*Instructional Materials, \*Language Instruction, Language Skills, Listening Comprehension, Modern Languages, \*Performance Criteria, Reading Skills, Secondary Schools, Speech Skills, \*Teaching Guides, Writing Skills

Identifiers—\*Quinmester Program

This course in German prescribes broad goals and performance objectives for the development of cultural awareness, student attitudes, and listening, speaking, writing, and reading skills. The content of the course, based on Units 21 and 22 of "A-LM German: Level 2" and "Reading for Meaning," requires mastery of selected grammatical structures and other basic audiolingual skills. During the course, the student will visit a German family and study the nature of their weekend activities. Other cultural experiences are designed to lead the student to an awareness of interests of modern West German youth. Points of structure include "da-" and "wo-" compounds, the use of the personal pronoun, prepositional compounds, the dative reflexive construction, and word order. A description of teaching methods, sample evaluation material, and a list of reference texts are included. (RL)

ED 070 353

FL 003 713

Oskarsson, Mats

The Acquisition of Foreign Language Grammar

by Adults: A Summary Report on Three Field Experiments.

Pub Date 72

Note—15p.; Paper presented at the International Congress of Applied Linguistics (3rd, Copenhagen, Denmark, August 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Adult Education, Audiolingual Methods, Audiolingual Skills, Cognitive Objectives, Cognitive Processes, \*Educational Experiments, \*English (Second Language), \*Grammar, Language Instruction, Language Skills, Modern Languages, \*Second Language Learning

Identifiers—\*Sweden

The experiments outlined in this paper assess the relative effectiveness of two approaches to teaching foreign language grammar to adults. One

approach, called the "Implicit Method," is based on the audiolingual habit theory of language learning. Grammar is taught inductively through the reading of dialogues and practice with carefully structured pattern drills. The other approach, called the "Explicit Method," is based on the cognitive code-learning theory of language acquisition. Students are given explicit explanations of the grammatical problem before they are given the opportunity to practice the language. The general conclusion drawn from the experiments is that adult students acquire foreign language grammar better by using a cognitive method than by using a method based exclusively on habit-forming principles. Procedures and experimental results are described in this report. (Author/RL)

ED 070 354

FL 003 722

Taylor, Marcia E.

Orientation in Business English: Secretarial Series, Workbook 3.

Institute of Modern Languages, Inc., Washington, D.C.

Pub Date 72

Note—88p.

Available from—Institute of Modern Languages, Inc., Publications Division, 2129 S Street, N.W., Washington, D.C. 20008 (#1232, \$1.75)

Document Not Available from EDRS.

Descriptors—Business Education, \*Business English, \*Business Skills, \*Conversational Language Courses, \*English (Second Language), Instructional Materials, Language Instruction, Language Skills, Listening, Non English Speaking, Reading Skills, Second Language Learning, Secretaries, Speaking, Teaching Methods, Textbooks, Vocabulary, \*Workbooks, Writing Skills, Written Language

This workbook accompanies the third text in a Business English series designed for non-English-speaking secretarial students. It supplements and reinforces the material in the text and gives the student practice in reading and writing what he has previously studied orally in class. The ten lessons in the workbook correspond to the ten lessons in the text. Each lesson is divided into three parts: Part 1 includes a narrative, a written comprehension exercise, and sentence paraphrasing practice on the subject of the life of a person who is working as a secretary; Part 2 consists of an idiom practice which reinforces the idioms encountered in the text and calls upon the students to write a paragraph utilizing these idioms; Part 3 consists of exercises which enable the student to test his ability to recognize and utilize the synonyms, antonyms, and homonyms previously presented in the text. For the companion text, see FL 003 723. (Author/VM)

ED 070 355

FL 003 723

Taylor, Marcia E.

Orientation in Business English: Secretarial Series, Text 3.

Institute of Modern Languages, Inc., Washington, D.C.

Pub Date 72

Note—77p.

Available from—Institute of Modern Languages, Inc., Publications Division, 2129 S Street, N.W., Washington, D.C. 20008 (#1231, \$2.50)

Document Not Available from EDRS.

Descriptors—Business Education, \*Business English, \*Business Skills, \*Conversational Language Courses, \*English (Second Language), Instructional Materials, Language Instruction, Language Skills, Listening, Non English Speaking, Second Language Learning, Secretaries, Speaking, Teaching Methods, \*Textbooks, Vocabulary

This is the third text in a Business English series designed for non-English-speaking secretarial students. Its purpose is to teach conversational English at the intermediate level while providing students with useful information about various secretarial professions and about American culture. The ten lessons in the text are each divided into three parts: Part 1 focuses on some aspect of American culture, such as bank accounts, credit buying, or various forms of social recreation and entertainment; Part 2 is introduced by a reading passage which also functions as a job description for a particular secretarial position; each reading is followed by conversation drills, a paragraph summarization, an expansion exercise, and idiom exercises; Part 3 consists of a series of word exercises which focus on various words and phrases

taken from the material presented in Parts 1 and 2. For the companion workbook, see FL 003 722. (Author/VM)

ED 070 356

FL 003 738

Reeds, James A.

Transformational Grammar and Psycholinguistics as Applied to Teaching Comprehension of German. Final Report.

Missouri Univ., Kansas City.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Regional Research Program.

Bureau No—BR-1-G-035

Pub Date Aug 72

Grant—OEG-7-71-0014(509)

Note—51p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Language, \*Comprehension, Educational Research, German, Instructional Materials, Interference (Language Learning), \*Language Development, Learning Theories, Memory, \*Problem Solving, Program Evaluation, Pronunciation, Psycholinguistics, \*Second Language Learning, Semantics, Speech, Syntax, Teaching Machines, \*Teaching Methods, Transformation Generative Grammar

The relevance to elementary foreign language instruction of certain findings of child language development (native language) and the psychology of language acquisition is examined. A set of premises is proposed for a new scheme for the teaching of German based on these findings, namely, that comprehension precedes production, that language material is stored in short-term memory as chunks of seven plus two units, that pronunciation is best avoided until syntax and semantics are well learned, that the native language (English) interferes with the learning of the foreign language (German), and that language learning takes place optimally when the student is solving problems rather than memorizing by rote. The report presented here raises questions for continuing research on these theories. The explanatory paper, included with the report, establishes the premises mentioned above and describes their practical application through the use of a teaching machine. (Author/VM)

ED 070 357

FL 003 739

Qafisheh, Hamdi A.

Basic Gulf Arabic Based on Colloquial Abu Dhabi Arabic.

Arizona Univ., Tucson. Environmental Research Lab.

Pub Date 70

Note—321p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—\*Arabic, Arabs, \*College Language Programs, Grammar, Instructional Materials, \*Language Instruction, Phonology, \*Semitic Languages, \*Textbooks

This volume, developed for an introductory course in Gulf Arabic, utilizes the dialect of Abu Dhabi, a leading member of the Federation of Arab Emirates on the Persian Gulf. Although specifically developed for the University of Arizona Environmental Research Laboratory personnel, it can be used as a beginning textbook for college students and petroleum companies whose interests are linguistic, historical, economic, political, or social. Each of the 22 units contains: (1) a dialog or basic text built around a single topic of interest, (2) a translation of the text into English, (3) new vocabulary occurring in the text, (4) additional vocabulary related to the vocabulary in part three, (5) new grammatical points in the text, (6) pronunciation (included in the first 9 units only), and (7) practice drills. Unit 15 provides a review, and an Arabic-English glossary is appended. (Author/MD)

ED 070 358

FL 003 740

Qafisheh, Hamdi A.

Beginning English: A Basic Course for Arab Students.

Arizona Univ., Tucson. Environmental Research Lab.

Pub Date 70

Note—380p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—\*English (Second Language), \*Grammar, \*Instructional Materials, \*Language Instruction, Pattern Drills (Language), Pronunciation, Pronunciation Instruction, \*Textbooks, Vocabulary, Vocabulary Development

This text, intended primarily for Arab trainees at the University of Arizona Environmental Research Laboratory and other native speakers of Arabic, contains 37 lessons of introductory materials. Each lesson contains dialogues and basic texts, vocabulary, pronunciation exercises, grammar, and drills. A vocabulary index concludes the text. (RL)

**ED 070 359** FL 003 759

Mayeux, Anthony P. Dunlap, James M.  
**French Language Achievement: The Effect of Early Language Instruction on Subsequent Achievement.**

University City School District, Mo.

Pub Date Jun 66

Note—5p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Academic Achievement, \*Educational Experiments, Elementary Schools, \*Fles, \*French, Junior High Schools, \*Language Instruction, Language Skills, Modern Languages, Second Language Learning

This study discusses the effect of early instruction in French in eight elementary schools on subsequent student achievement at the end of grades 7, 8, and 9. The Common Concepts Foreign Language Test in French was the criterion of achievement for the seventh-grade students. Results give averages, differences, and significance of the differences of the achievement and control variables. Discussion of the results indicates a marked superiority of the experimental over the control group. (RL)

**ED 070 360** FL 003 760

Hanna, Sami A. Greis, Naguib

**Introducing Literary Arabic, Volume II: Grammatical Notes.**

Pub Date 71

Note—74p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Arabic, College Language Programs, Grammar, \*Instructional Materials, \*Language Instruction, Literature, Manuscript Writing (Handlettering), Modern Languages, Reading Materials, Semitic Languages, \*Textbooks, \*Written Language

This volume, designed as a companion to "Introducing Literary Arabic" provides basic grammatical explanations essential in first-year courses. Each of the 15 units, with the exception of the first, contains related grammatical notes, paradigms, and illustrations. The grammatical rules are intended to make explicit general underlying structures. Arabic calligraphy is used extensively throughout the text. For the companion documents, see ED 024 953. (RL)

**ED 070 361** FL 003 774

Schwartzburg, John A.

**Wortschatzliste und Synonyme: Hermann Hesse, "Siddhartha" (Vocabulary List and Synonyms for Hermann Hesse's "Siddhartha").**

Pub Date 72

Note—29p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Advanced Placement, \*Advanced Placement Programs, Advanced Programs, Curriculum Development, English, \*German, \*German Literature, Instructional Aids, Reading Comprehension, Secondary School Students, \*Vocabulary, Vocabulary Development, \*Word Lists

Identifiers—\*Hesse (Hermann)

This vocabulary and synonym list for Hermann Hesse's "Siddhartha" (presently on the German Advanced Placement Program required reading list) is keyed to the Dunham and Wensinger edition published by the Macmillan Company. Selected German vocabulary found on each page of the text is briefly translated into English or clarified through the use of German synonyms. (RL)

**ED 070 362** FL 003 793

Bockman, John F., Ed. Gougher, Ronald L., Ed.

**Self-Analysis and Introspection: Final Report of the Workshop on Individualizing Foreign Language Instruction.**

West Chester State Coll., Pa.

Pub Date Dec 72

Note—93p.; Workshop held July 10-21, 1972

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Behavioral Objectives, Classroom Techniques, Educational Methods, Educational Objectives, Educational Strategies, \*Individual-

ized Instruction, Individualized Programs, Instructional Program Divisions, \*Language Instruction, Language Skills, \*Modern Languages, \*Program Development, \*Summer Workshops, Teacher Attitudes, Teaching Methods

Sociological implications suggested by the growing national trend of individualized foreign language instruction in American schools are explored in the introductory remarks of this final report of a workshop held at West Chester State College, Pennsylvania. The rationale, structure, and daily schedule of the workshop, and a paper by Valerie M. Bockman, "Focus on Leadership," are included in the report. Pre- and post-test data provide extensive information concerning participants' attitudes toward individualized instruction and their knowledge of teaching methods. Participants describe their own reasons for attending the workshop in terms of their school situation. These case studies shed light on the problems facing teachers who wish to implement similar programs in their schools. A chapter outlining how teachers might begin the task is provided. The report concludes with a list of participants and staff members. (RL)

## HE

**ED 070 363** 24 HE 002 592

Suinn, Richard M.

**The Application of Short-Term Video-Tape Therapy for the Treatment of Test Anxiety of College Students. Final Report.**

Colorado State Univ., Ft. Collins.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No.—BR-O-H-010

Pub Date Sep 71

Grant—OEG-8-70-0002(509)

Note—141p.

Available from—Rocky Mt. Behavioral Sciences

Institute, P. O. Box 1066, Ft. Collins, Colorado

**Document Not Available from EDRS.**

Descriptors—Academic Performance, \*Anxiety, \*Audiovisual Aids, \*Behavior Change, \*College Students, Mathematics, Tests, \*Therapy Identifiers—\*Desensitization Therapy

The purposes of the project were to demonstrate the use of desensitization therapy over a short term to treat test-taking anxiety, and to test the hypothesis that such short-term treatment is effective in dealing with anxiety in mathematics courses and thus enhances and facilitates learning in these courses. The research was designed to utilize desensitization therapy completed within less than 3 weeks to rely upon tape recorded treatment, and to accept for formal treatment students with test-taking or mathematic's tensions. All clients seen were screened through an interview, examined with objective measures before and after treatment, treated through audio tapes, and then recontacted for a follow-up interview at later intervals. The results showed significant improvements in test scores and performance in course work following desensitization therapy. Follow-up data indicated that the effects of the short-term therapy were maintained over several months. In addition, data also provided support for the efficacy of 2 new approaches in behavior therapy: accelerated massed desensitization and anxiety management training. (Author/AF)

**ED 070 364** HE 003 172

Farmer, James A., Jr. And Others

**Evaluation of the Title I (HEA, 1965) Program in California, 1966-1971. Developing Community Service and Continuing Education Programs in California Higher Education Institutions.**

California State Coordinating Council for Higher Education, Sacramento.

Pub Date May 72

Note—192p.; Council Report-72-4

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Community Service Programs, Federal Aid, \*Federal Programs, \*Higher Education, \*Program Evaluation, \*School Community Relationship, Urban Education

This document presents a comprehensive evaluation of Title I of the 1965 Higher Education Act in California whose purpose centered around community problem solving and strengthening of community service programs of

colleges and universities. Also, the Act provided for continuing educational programs for adults in urban environments, cooperative extension programs, and urban extension programs. The central mission of this evaluation project was to determine to what extent the selection, funding, and implementation of Title I projects in California during the past 5 years have been successful in achieving the national, state, and local objectives set for Title I. The evaluation team found that the Title I Act contains a lack of clarity concerning what kinds of activities are appropriately and legally fundable under Title I. Four major recommendations are made by the evaluation team for developing: (1) more adequate communication between Title I project personnel; (2) more longevity of service for those who have professional expertise in conceptualizing and implementing broad-aim community-oriented educational programs; (3) more effective interinstitutional and intra-institutional consortial arrangements for Title I programming; and (4) more adequate reporting of the extensive, imputed and verifiable consequences of Title I projects. (HS)

**ED 070 365** HE 003 497

Walker, Charles U., Ed.

**Elements Involved in Academic Change.**

Association of American Colleges, Washington, D.C.

Pub Date 72

Note—35p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Administrator Guides, \*Change Agents, Conferences, \*Educational Administration, \*Educational Change, \*Higher Education

The present document presents 3 papers that were prepared for an invitational conference on the Dynamics of Academic Change. The purpose of the conference was to develop an awareness of elements involved in bringing about academic change. The plan was for small groups of faculty and administrators to study sociological, psychological, and political elements that must be considered as one tries to effect change. In preparation for the conference, the participants were to read the 3 papers that comprise this booklet that deal with the above areas that all might have common grounds on which to begin discussion. (HS)

**ED 070 366** HE 003 592

**Report to the Committee on University Affairs on the Value of the Basic Income Unit for 1968-69. Committee of Presidents of Universities of Ontario, Toronto.**

Pub Date 24 Aug 67

Note—57p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Budgeting, \*Educational Economics, Educational Finance, \*Financial Support, \*Higher Education, \*International Education, State Aid

This document presents a working example of the funding formula utilized by the Committee of Presidents of Universities of Ontario. The formula is used in this study to determine the value of the basic income unit for Ontario universities for academic year 1968-69 by projecting additional needs of the universities from the 1967-68 data. By projecting the number of fulltime equivalent professors and students at the individual universities, the basic income unit can be derived. The formula pertains, in this report, only to those universities that have been well established and have been in operation long enough to make accurate projections. A separate formula has been derived for the newer emerging universities. (HS)

**ED 070 367** HE 003 593

**Report of the Task Force—Space and Utilization. Introduction and Part I, Problem, Approach and Conclusion.**

Council of Ontario Universities, Toronto.

Pub Date [72]

Note—200p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Educational Administration, Educational Planning, \*Facility Utilization Research, \*Higher Education, \*International Education, \*Space Classification, \*Space Utilization

The primary objective of the Task Force on Space and Utilization was to prepare a building space and utilization guide that could serve as a key element in the development of a formula for the allocation of capital funds to the Ontario universities. Part I of the Task Force report

presents a brief history of the development of capital financing since 1964. Outlined are the efforts to establish an effective and satisfactory system of capital financing and a review of the deliberations and procedures of the Task Force. A summary of the Task Force's recommendations on building space standards is included. Part 2 presents a more detailed statement of the arguments and findings of the Task Force. This selection is of interest to those who have a specialized involvement in and concern for the problems of providing for the physical capital needs of the universities. (Author/HS)

**ED 070 368** HE 003 594  
Preliminary Budget Forecasts for Provincially-Assisted Universities of Ontario for the Fiscal Year Ended April 30, 1973.

Council of Ontario Universities, Toronto.

Pub Date Oct 72

Note—100p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Budgeting, \*Educational Economics, \*Educational Finance, \*Financial Support, \*Higher Education, Income, \*International Education, Statistical Data

The data contained in this report reflect budget forecasts for provincially-assisted universities in Ontario for the fiscal year ending April 1973. The report was prepared early in 1972 and submitted by the universities prior to the availability of fall 1972 enrollment information. The data contain projected figures for: (1) operating expenses by object of expense and functional area; (2) operating revenue by source; (3) percentage of operating expenses by object of expense and by university; (4) percentage of operating expenses by functional area by university; and (5) percentage of operating revenue by source of revenue and by type of fund. (HS)

**ED 070 369** HE 003 595  
Total Revenue and Expenses for Provincially-Assisted Universities of Ontario for the Ten-Month Fiscal Period Ended April 30, 1972.

Council of Ontario Universities, Toronto.

Pub Date Oct 72

Note—117p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Budgeting, \*Educational Economics, \*Educational Finance, \*Higher Education, \*International Education, Statistical Data

The summary data and statistical schedules contained in this report have been compiled from the individual submissions of each of the provincially-assisted universities in Ontario. The submissions show details of total university revenue by fund and total university expenses by fund, function and object of expense for the 10 months in the fiscal period ended April 30, 1972. More specifically, the data contain figures for: (1) the total operating expenses by object of expense and functional area; (2) total expenses by type of fund and object of expense; (3) total revenue by source of revenue and type of fund; (4) percentage of operating expenses by object of expense; (5) percentage of operating expenses by functional area and by university; (6) percentage of analysis of total expenses by type of fund and by university; (7) percentage of operating revenue by source and by university; and (8) percentage of analysis of total revenue to each fund type by university. (HS)

**ED 070 370** HE 003 596  
Zwingle, J. L. Rogers, Mabel E.  
State Boards Responsible for Higher Education, 1970.

Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—200p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-1003, \$2.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Educational Administration, \*Governance, \*Governing Boards, \*Higher Education, \*State Agencies, \*Statewide Planning

State agencies and organizations are playing an increasingly significant role in American higher education. With rising educational costs, increasingly complex programs, and burgeoning enrollments have come a movement toward State governing and coordinating boards designed to provide lay leadership in the advancement of

public higher education. In 1960, the U.S. Office of Education published a volume entitled "State Boards Responsible for Higher Education," a volume whose introductory chapters, analytical tables and State-by-State descriptions of the organization of State boards proved a valuable resource for all concerned with higher education. This document is intended to provide an update of that publication by providing a factual description of arrangements now made by the States for governing and coordinating their higher education programs. (Author/HS)

**ED 070 371** HE 003 597  
[Proposed Changes in the Faculty By-Laws of Dickinson College.]

Dickinson Coll., Carlisle, Pa.

Pub Date 1 Mar 72

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Faculty, \*Decision Making, \*Educational Administration, Faculty, \*Governance, Governing Boards, \*Higher Education, Student School Relationship

In March of 1972 the Subcommittee on a Legislative Body of the College Committee on Institutional Priorities and Resources at Dickinson College proposed several resolutions that would include certain students and administrators as voting members of the Faculty Committee, a governing body that handles legislation and regulation in academic matters and in the area of student behavior. The students and administrators were to be those who served on a College Committee as a voting member. The voting privileges of these students and administrators would be restricted in that they would not be permitted to participate in (1) votes pertaining to academic or social status of individuals; (2) votes on faculty by-laws; and (3) votes to elect the Secretary of the Faculty, the Parliamentarian, or faculty members of committees. Background information is presented that tells how the proposed resolutions were conceived. The proposals as submitted in March were defeated by the Faculty Committee. (HS)

**ED 070 372** HE 003 598  
Finnin, William  
North Carolina Environmental Internship Program 1971.

North Carolina State Board of Higher Education, Raleigh.

Pub Date 71

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Environmental Education, \*Environmental Research, \*Higher Education, \*Internship Programs, On the Job Training, \*Program Evaluation, \*State Government

The North Carolina Environmental Internship Program allows students to work for the State in various environmental agencies during the summer months. The program has been conducted during the summers of 1970 and 1971 thus far, and 41 college students have participated. This report summarizes the history and accomplishments of these students in the program, summarizes their evaluations of the program, and offers recommendations for the continuation of the program. (HS)

**ED 070 373** HE 003 600  
Profughi, Victor L. Thompson, Oliver L., Jr.  
Annual Report on the State Government Internship Program 1972.

Commission on State Government Internships, Providence, R. I.

Pub Date 72

Note—54p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, \*Higher Education, \*Internship Programs, On the Job Training, Part Time Jobs, \*State Government, \*Student Employment

The Rhode Island State Internship Program provides students with off-campus work experiences in State government offices that offer a taste of the real political world. It is felt that this permits them to make comparisons between their on-the-job experiences and those that are presented in textbooks. A unique feature of the Rhode Island program is its acceptance of both undergraduate and graduate students, along with carefully selected high school students. It is hoped that the program will help restore public confidence in the State government and that the

program will develop into an avenue for the recruitment of State employees. (HS)

**ED 070 374** HE 003 601  
Governor's Intern Program. Final Report.  
Georgia Intern Program, Atlanta.

Pub Date 71

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, Community Action, \*Community Service Programs, Field Experience Programs, \*Higher Education, \*Internship Programs, State Government, \*State Programs

The 1971 Georgia Summer Governor's Intern Program was a pilot project to determine the validity of involving college students in a community-based service-learning internship context. Stated objectives of the program were: (1) to give immediate manpower assistance, through the work of students to agencies concerned with economic and social development; (2) to provide constructive service opportunities for students seeking to participate in the solution of social and economic problems; (3) to encourage young people to consider careers and citizen leadership in programs of development and to provide a pool of trained personnel for recruitment by sponsoring agencies; and (4) to provide additional avenues of communication between institutions of higher education and programs of social and economic development by making the resources of the universities and colleges more accessible to the community and by providing a means for keeping curriculum, teaching and research relevant to the needs of society. An evaluation of the pilot project reveals that the internship program is highly beneficial to the state as well as to student participants. (Author/HS)

**ED 070 375** HE 003 602  
Corey, John F., Ed.  
A Brief History of Service-Learning Internship Programs.

North Carolina State Board of Higher Education, Raleigh.

Pub Date 14 Jun 72

Note—8p.

Journal Cit—Higher Education in North Carolina; v7 n4 June 14 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, Community Services, Employment Experience, \*Higher Education, \*Internship Programs, \*On the Job Training, Service Education, \*State Government

Recent educational conferences indicate not only that community-based experiential learning has grown dramatically in recent years as a curricular feature of higher education, but also that this empirical learning style is to be a major trend in the immediate academic future of the nation. The State of North Carolina has, since 1969, supported experiential learning programs, known as service-learning programs, through the North Carolina Internship Office (NCIO). To provide a sound learning context, service-learning requires of any internship that: (1) there be a task whose meaning is clear to the students; (2) the student receive in his placement careful support from his educational institution; and (3) reciprocal learning among the student and his work directors to be assumed. Thus, within this context, NCIO embarked on a strategy from the fall of 1969 to the present that includes: (1) development of regional service-learning programs in Appalachian North Carolina; (2) assistance with urban university model programs in Charlotte and Winston-Salem; (3) liaison with existing and newly created student internship programs and their managers; (4) development of issue-focused internship programs in planning, health, law, and the environment; and (5) sustained planning, advocacy, and evaluative review. (Author/HS)

**ED 070 376** HE 003 604  
Summary of State Legislation Affecting Higher Education in the South, 1972.

Southern Regional Education Board, Atlanta, Ga.

Pub Date 72

Note—67p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Legislation, \*Higher Education, \*Legislation, \*State Government, \*State Legislation

This document contains reports on legislative action affecting higher education in the Southern states that had regular or special legislative ses-



sions during 1972. The states reported on include West Virginia, Georgia, Kentucky, Virginia, Arkansas, Florida, Maryland, Tennessee, South Carolina, Mississippi, Louisiana, Texas, Alabama, and North Carolina. (HS)

**ED 070 377** HE 003 606  
Coates, Vary T.

**Technology and Public Policy. The Process of Technology Assessment in the Federal Government.**

Georgetown Univ., Washington, D.C.  
Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Jul 72

Note—51p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Federal Government, Higher Education, \*Program Evaluation, \*Public Policy, \*Technological Advancement, \*Technology

Technology assessment is the systematic identification, analysis, and evaluation of the real and potential impacts of technology on social, economic, environmental, and political systems and processes. In a highly industrialized society such as the United States, the interaction between technology and public policy is continual and complex. Federal executive agencies perform and fund research and development; they foster, subsidize, use, and regulate technological applications. Technology assessment has been advanced as a way of enabling decisionmakers to better understand and anticipate the societal impacts of technological developments. The purpose of the research reported in the present report was to carry out an empirical investigation of the quality of the Federal process for planning and evaluating technological programs. It was found that Federal executive agencies, have, within the last 5 to 10 years, improved and broadened the process through which they plan and evaluate technological projects and programs. However, Congress is demanding from public administrators more soundly grounded information about the possible consequences of governmental actions that decisionmaking on the national level might be even more improved. (HS)

**ED 070 378** HE 003 607

**Changing Patterns for Undergraduate Education.**  
College Entrance Examination Board, New York, N.Y.

Pub Date 72

Note—45p.

Available from—Publications Order Office, College Entrance Examination Board, Box 592, Princeton, New Jersey 08540 (\$1.50)

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—\*Bachelors Degrees, Conference Reports, \*Degree Requirements, Educational Administration, \*Educational Change, \*Educational Improvement, \*Higher Education, \*Special Degree Programs, Undergraduate Study

This document presents summaries of speeches and discussions held at the conference on changing patterns for undergraduate education sponsored in May 1972 by Harvard University and the College Entrance Examination Board. Participants from more than 100 colleges met at the conference to discuss the following questions: What is the perception of change in process and in prospect from the viewpoint of responsible college administrators? Is there any commonly shared sense of direction and purpose in the changes enveloping the bachelor's degree program? Are the major changes recommended by the Carnegie Commission, in particular the recommendation for a 3-year degree program, likely to be put into effect? How are college administrators responding to demands for independent study, interdisciplinary programs, work projects and experience, removal of distribution requirements, and so forth? What is the perception of the role and function of the bachelor's degree program, the litmus against which the assorted impulses for change ought to be tested? Speeches presented at the conference include: "Directions in Undergraduate Education," "A Collegiate Year in Secondary School," "Shortening and Varying Undergraduate Degree Programs," and "Access and Transition in Higher Education." (HS)

**ED 070 379** HE 003 608

**Academic Year in Europe and Africa, 1973-74.**  
American Inst. for Foreign Study, Greenwich, Conn.

Pub Date [72]

Note—157p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Foreign Countries, \*Higher Education, \*Student Exchange Programs, \*Study Abroad

The American Institute for Foreign Study, Inc. (AIFS) is a nationwide organization founded in 1964 to provide comprehensive overseas study and travel programs that the average student can afford. This booklet describes courses and programs that will be available to American students during the 1973-74 academic year. Countries in which the courses are available are Austria, Britain, France, Greece, Italy, Kenya, Spain, and the USSR. (HS)

**ED 070 380** HE 003 609

Blank, Arthur And Others

**The Graduates Restudied: A Comparison of the Follow-Up of New York City High School Graduates of 1970 and 1971.**

City Univ. of New York, N. Y. Center for Social Research.

Pub Date Sep 72

Note—175p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*College Bound Students, \*Higher Education, \*High School Graduates, High School Students, \*Secondary Education, \*Student Characteristics, Urban Youth

The study reported in this document was a replication for 1971 high school graduates in New York City of a study on 1970 high school graduates in New York City. The purpose of the replication was to compare the characteristics and post-secondary school activities of the 1971 New York City high school graduates with those described for the 1970 graduates. Particular emphasis was placed on the examination of variables associated with college attendance, both at the City University of New York as well as other institutions. Student background variables investigated included type of high school attended, high school academic average, type of diploma received, family income, ethnic identification, and sex. The type of level of college in which students were enrolled were found to be related to the major background factors: public vocational students were more likely to enroll at CUNY; public vocational graduates were more likely to be enrolled in a CUNY 2-year college; students with lower averages were more likely to attend a 2-year college than a 4-year college; family income was related to variation in full-time college attendance; family income, high school grades, and ethnic identification were all found to be interrelated; and student choice of institution was directly related to income. (HS)

**ED 070 381** HE 003 610

**External Degree Program. Areas of Competency in Business Administration.**

Syracuse Univ. Research Corp., N.Y.

Pub Date Dec 71

Note—230p.

**EDRS Price MF-\$0.65 HC-\$9.87**

Descriptors—\*Business Administration, \*Equivalency Tests, \*External Degree Programs, \*Higher Education, \*Special Degree Programs

Syracuse University has devised an external degree program in business administration in which students may take area competency tests that will reflect their knowledge gained from independent study or other outside sources for a bachelor's degree. The areas of competency for the degree are: Financial Information Systems; Environmental Studies; Logistics; Quantitative Analysis; Accounting; Finance; Marketing; Operations Management; Personnel and Industrial Relations; and Advanced Quantitative Analysis. These fields are equivalent to the degree of study that makes up a major in the on-campus program. Courses other than business are required for the external degree in the areas of Humanities, Mathematics, Social Science, Biological Science, and Physical Science. It is still to be seen whether the external degree will be accepted on a par with the residential degree program by both the business and academic communities. (HS)

**ED 070 382** HE 003 611

**Experience Placements. Mental Health Career Development Programs.**

National Inst. of Mental Health (DHEW), Bethesda, Md.

Report No—DHEW-HSM-72-9119

Pub Date 72

Note—85p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Federal Programs, \*Health Occupations Education, Higher Education, \*Mental Health Programs, \*Professional Continuing Education, \*Vocational Development

The purpose of the Mental Health Career Development Program (MHCD) is to recruit and develop talented professionals for major roles in the multidisciplinary Federal mental health effort at the National Institute of Mental Health and other agencies. This booklet is intended to assist MHCD members and their advisors in planning for the transition from training years to Experience Placements. The booklet is a compilation of the program descriptions of those programs that meet the placement criteria for assignments. (HS)

**ED 070 383** HE 003 612

**Directory. Approved Family Practice Residency Programs.**

American Academy of Family Physicians, Kansas City, Mo.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Manpower Education.

Pub Date 72

Note—305p.

**EDRS Price MF-\$0.65 HC-\$13.16**

Descriptors—\*Family Health, \*Higher Education, \*Medical Education, Medical Services, \*Physicians, \*Professional Continuing Education

The specific purpose of this Directory is to create a single reference listing of all the approved family practice training programs for physicians, detailing the unique characteristics of each program. The Directory lists, by alphabetical order of States, all approved family practice residency programs in the United States through June 30, 1972. All program descriptions include the program title, location, date of operation, director's name, composition of the faculty, the number of positions available each year, a physical description of the training facility, description of the patient sources, description of training by specialty and sub-specialty, and the source of funding for the program. (HS)

**ED 070 384** HE 003 613

Harmon, Linda A., Comp.

**Status of Women in Higher Education: 1963-1972. A Selective Bibliography. Series in Bibliography No. 2.**

Iowa State Univ. of Science and Technology, Ames, Library.

Pub Date 72

Note—149p.

Available from—Iowa State University, The Library, Attn: Photoduplication Center, Ames, Iowa 50010 (\$3.50)

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Bibliographies, \*Equal Opportunities (Jobs), \*Feminism, \*Higher Education, \*Sex Discrimination, \*Women Professors

This selective annotated bibliography surveys the literature concerning women and their status in higher education. Women in higher education in this bibliography refers to women faculty and staff members, administrators, librarians, and students, excluding only those women in non-academic positions. The major groups of literature cited in the bibliography include: books, periodical articles, ERIC documents, government publications, dissertations, and ephemera. (HS)

**ED 070 385** HE 003 614

**Behavioral Sciences and Medical Education. A Report of Four Conferences.**

National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date [72]

Note—188p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1746-0011, \$1.00)

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Behavioral Sciences, \*Conference Reports, \*Educational Improvement, \*Higher Education, \*Medical Education

Recognition of the need for behavioral science input into medical education has come about partly because patterns of health care are changing in this country and the traditional disease-

oriented curriculum does not prepare students for the new roles they will play in society when they become physicians. Students must master not only tremendously expanded bodies of scientific knowledge, but must also understand the behavioral components of health and illness, and complexities of health care as an institutional process, the variety of settings in which a physician may choose to practice, and the methods of bringing about social changes that will strike at the roots of medical problems. Thus, the National Institute of Child Health and Human Development sponsored four conferences on Behavioral Sciences to define specific contributions the behavioral sciences can and should make to medical education in the areas of knowledge, attitudes, skill and research. They discussed the educational process and the most effective ways of integrating behavioral science material into medical education. They identified major behavioral science components of medical education, and they examined the various administrative structures through which the behavioral sciences are currently offered in the medical schools. (Author/HS)

**ED 070 386** HE 003 616

**New Dimensions in Training Rehabilitation Facility Personnel. Special Report 1.**

Rehabilitation Services Administration (DHEW), Washington, D.C.

Report No.—DHEW-SRS-73-25038

Pub Date 18 Jul 72

Note—34p.; Papers presented at the Annual Conference (3rd) of the International Association of Rehabilitation Facilities, Chicago, May 7-10, 1972

Available from—Division of Service Systems, Rehabilitation Services Administration, Social and Rehabilitation Service, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20201

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Counselor Educators, \*Counselor Training, \*Higher Education, \*Physically Handicapped, \*Rehabilitation Counseling, Rehabilitation Programs

Rehabilitation facility personnel are those persons who design programs and facilities for the occupational or educational rehabilitation of persons with physical disabilities. New directions in the training of rehabilitation facility personnel should stress innovative or experimental approaches of a variety of types at the undergraduate level. Among these approaches, three are given consideration in this paper. Part I discusses the recognition and understanding of the importance of integrity groups and the strength obtained from peer groups in the habilitation and rehabilitation of the severely disabled from poverty areas, addictive categories, spinal cord injuries, deafness, and blindness, with special reference to the younger disabled on junior high school levels. Part II discusses the use of the workshop or center as an appropriate environment and an essential partner of the campus and the university or college with whom it has signed an agreement. Part III takes into consideration responsiveness to multiple approaches to the education and training of rehabilitation facility personnel such as classroom instruction, orientation of university and college faculty to the rehabilitation process, fieldwork or clinical experiences, research undertakings, and the orientation of business and industry to responsibility in educational involvement with the placement process. (Author/HS)

**ED 070 387** HE 003 617

**Digest of Education Amendments of 1972 (Higher Education Omnibus Bill, S659).**

Education Commission of the States, Denver, Colo.

Pub Date Jun 72

Note—29p.; Report 29

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Educational Finance, \*Federal Aid, \*Federal Legislation, \*Financial Support, \*Higher Education

This document presents a digest of the various programs in the Education Amendments of 1972 (Higher Education Omnibus Bill, S659). In addition to extension of a number of existing programs, the Bill provides emergency assistance for institutions of higher education, a new basic opportunity grants program, a matching state incentive scholarship program, an expanded graduate education program including institutional funds

and fellowships, a community college planning and support program, a postsecondary occupational education program, provision of funds and structures for statewide postsecondary educational planning, a National Institute for Education, funds for innovation in postsecondary education, and cost-of-instruction aid to institutions of higher education. (Author/HS)

**ED 070 388** HE 003 618

Berry, Gordon L. Vivell, Susan

**Another Objective to Achieve: A Study of Educationally Disadvantaged Veterans Enrolled in a College Preparatory Program.**

California Univ., Los Angeles. Graduate School of Education

Pub Date Jun 72

Note—62p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*College Preparation, \*Educationally Disadvantaged, \*Higher Education, \*Remedial Programs, \*Veterans Education

The Veterans Special Educational Program (V-SEP) at the University of California, Los Angeles is a program for recently discharged servicemen and women whose educational achievement would not normally be acceptable for admission into an institution of higher education and economic background has not encouraged them to seek higher education. The program provides the background, skills and knowledge necessary for college work through a 12-week, 5-day-per-week schedule in which the emphasis is on basic communication skills such as reading, writing, speaking and understanding English and mathematics. The purpose of this study was to obtain data that systematically describes the characteristics of the students enrolled in VSEP. More specifically, the objectives were: (1) to assess selected personal and social adjustment characteristics found among a group of educationally disadvantaged veterans enrolled in the program; (2) to identify the perceived personal problems of the veterans in selected areas; (3) to assess selected aspects of the life-style characteristics of the veterans enrolled in the program; (4) to determine the degree to which the veterans desired or felt an openness to counseling; and (5) to provide participants with an opportunity to improve their counseling and curricular programs. (HS)

**ED 070 389** HE 003 619

Jenkins, John L.

**[Black Graduates must Explore New Business Opportunities.]**

Office of Minority Business Enterprise (DOC), Washington, D.C.

Pub Date 19 Aug 72

Note—11p.; Speech presented at the Tennessee State University Summer Commencement Exercises, Nashville, Tennessee, August 19, 1972

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*College Graduates, Equal Opportunities (Jobs), \*Higher Education, Leadership, \*Negro Colleges, \*Negro Education, Negro Leadership, \*Negro Role

In his commencement speech at Tennessee State University, the Director of the Office of Minority Business Enterprise addressed himself to two major topics: (1) that of the need for black college graduates in private industry; and (2) that of the abolition or merging of Tennessee State University. He feels that only by black people owning their own businesses, thereby becoming producers as well as consumers, can the black people as a race have a hand in the future of the country. He emphasizes that it will be hard, but it is something that must be done. Further, the author protests the eminent danger that TSU is in as it is faced with closing its doors or merging with the other state universities in Tennessee. He praises TSU's distinguished record of providing Black students equal education and a vital link to their cultural heritage. (HS)

**ED 070 390** HE 003 620

Berdahl, Robert O. Altomare, George

**Comparative Higher Education: Sources of Information.**

International Council for Educational Development, New York, N.Y.

Report No.—ICED-Occas-Pap-4

Pub Date Sep 72

Note—103p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Bibliographies, \*Comparative Education, \*Educational Improvement, \*Higher Education, \*International Education

This document presents a collection of bibliographic and other information relating to the field of comparative higher education. The report is divided into five sections. The first section presents a listing of 12 English language journals judged by respondents to a recent questionnaire to be helpful to comparative higher education. Descriptive information is provided on each journal and a brief content analysis made of its articles and reviews over the last three years in terms of their relevance to comparative higher education. Section 2 offers a listing of additional journal titles that are divided into education and non-education categories. The third section presents a partial listing of abstracts, indexes and bibliographies of value to comparative higher education, and section 4 gives a listing of bulletins, newsletters and newspapers published by various organizations around the world with information of possible interest to comparative higher education. The fifth and final section presents a partial listing of centers and associations of higher education found around the world that might provide further information useful to comparative higher education. (HS)

**ED 070 391** HE 003 622

Behrens, Anna Jo W.

**Higher Education with Fewer Teachers: Some Examples of Current Practice.**

Academy for Educational Development, Inc., Washington, D.C. Management Div.

Pub Date Oct 72

Note—51p.

Available from—Management Division, Academy for Educational Development, Inc., 1424 16th Street, N.W., Washington, D.C. 20036

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Class Size, Educational Finance, \*Educational Quality, Financial Problems, \*Higher Education, \*Student Teacher Ratio, \*Teaching Quality

During the 1960's financial problems began to infiltrate colleges and universities across the country. Demands began to pour in for higher student/faculty ratios in order to cut back the educational costs. Despite arguments that such action would decrease the quality of higher education, many colleges and universities increased their class size. The results, as found by a Carnegie Commission study group, indicate that the number of students sitting before a faculty member in a classroom has little to do directly with the quality of the educational results achieved. Educational quality depends upon the availability to topnotch students and teachers, and the use of excellent instructional methods; upon the efforts and interests of students; and upon the constant interaction of students and faculty members. (HS)

**ED 070 392** HE 003 623

**Report of the Task Force on Space for Education. Volume 2.**

Council of Ontario Universities, Toronto.

Pub Date Jul 72

Note—57p.; Council of Ontario Universities Study 72-11

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Classrooms, Educational Planning, \*Facility Utilization Research, \*Higher Education, \*International Education, \*Space Utilization, \*Teacher Education

In the last several years the universities in Ontario have been absorbing into their curricula the programs of teacher education and the health sciences. In 1971 the Minister of University Affairs referred in a letter to the presidents of provincially-assisted universities to a need to extend the inventory of physical resources and the capital funding formula to embrace teacher education and the health sciences. To this end, four task forces were assigned to study the overall situation. One of these task forces was the Task Force on Space for Education and had as its mandate to concentrate on the space needs of faculties and colleges of education and to make recommendations concerning this area. This document presents their report. (HS)

**ED 070 393** HE 003 626

Aldrich, James L. Kormondy, Edward J.

**Environmental Education: Academia's Response.**

American Inst. of Biological Sciences, Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.  
Report No.—CUEBS-35  
Pub Date Apr 72  
Note—78p.

Available from—The American Institute of Biological Sciences, 3900 Wisconsin Avenue, N.W., Washington, D.C. 20016; The Conservation Foundation, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036 (Free copies available)

#### EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Educational Improvement, Educational Objectives, \*Environmental Education, \*Environmental Research, \*Higher Education, \*Interdisciplinary Approach

This report is an attempt to identify and answer some of the major questions about the role of environmental studies in higher education, and to some extent the role of higher education in environmental studies. To this end, questionnaires were sent to 20 higher education institutions that offered environmental studies programs. Fifteen of the institutions responded to the following questions: (1) What were the original goals of the environmental studies program? (2) To what extent has the program evolved and in what way has it been modified? (3) How does the program or center relate to the other college and university activities? (4) To what extent have the administrative or institutional governance issues been a factor in the development of the center or program? (5) What are the particularly difficult problems that the center has had to deal with? and (6) What are the priorities for the future and why were they chosen? While every institution must chart its own course, the compilation of these statements provides useful data for existing and planned programs. (HS)

#### ED 070 394

HE 003 627

Haehn, James O.

#### A Survey of Problems in Faculty Recruiting Within the California State Colleges.

Chico State Coll., Calif.

Pub Date 10 Jan 68

Note—90p.

#### EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Educational Quality, \*Faculty, \*Faculty Recruitment, \*Higher Education, \*Professors, Teacher Characteristics, Teacher Qualifications, Teaching Quality

As of July 15, 1966, 7.2% of all faculty positions in the California State College system were not filled (a total of 582.3 positions). A year later, on July 15, 1967, the number of unfilled positions reached 661 or 7.7% of all authorized positions in the system. To make matters worse, a freeze on all jobs was in effect for employees of the State, including academic positions, for 3 months during 1967. At the last minute, the ban on hiring for academic positions was lifted after an announcement was made that formal restrictions on the numbers of students who could be accepted for the 1967-68 school year had been devised because of a lack of professors. Somehow, by September 1967, most of the faculty vacancies had been filled. This study was designed to answer questions surrounding this issue. Included in the objectives of the study were: (1) From what sources and by what means did the colleges secure large numbers of faculty at the last minute? (2) What are the characteristics of those who were appointed, in terms of academic preparation, previous experience, and other qualifications, and what patterns exist given the nature of these characteristics and the period in which the individual was appointed? (3) On the academic departmental level, what are seen as the principal factors affecting their ability to secure qualified new faculty members? (HS)

#### ED 070 395

HE 003 628

#### A Notebook on Service-Learning.

North Carolina Internship Office, Raleigh.

Pub Date Jun 72

Note—37p.

#### EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*College Students, Community Action, \*Community Service Programs, Field Experience Programs, \*Higher Education, \*Internship Programs, State Government, \*State Programs

The North Carolina Internship Office (NCIO) has sponsored for the past several years a service-learning program for college students. NCIO has prepared this booklet to make readily available abstracted and consolidated information about

the service-learning internship model and to suggest organizational policy considerations for making service-learning opportunities accessible to more young people. Sections I through IV define service-learning, identify the roles of participants in the service-learning model, and suggest the objectives (benefits) of service-learning internships. Section II also presents information on the nature and scope of existing public-need-based learning programs, indicates a need for greater conceptual and organizational clarity within off-campus learning efforts, and offers policy suggestions for educational institutions and public or private organizations to enhance service-learning opportunities for young people. The appendices indicate tools and resources that have proven useful in facilitating student service and learning in the context of human and public needs. (Author/HS)

#### ED 070 396

HE 003 629

#### Handbook for Resource Development Internships.

Southern Regional Education Board, Atlanta, Ga.

Pub Date [72]

Note—27p.

#### EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Field Experience Programs, \*Higher Education, \*Internship Programs, \*Manuals, \*Program Guides

The Resource Development Project of the Southern Regional Education Board, in conjunction with federal, state and local agencies and southern colleges and universities has organized a service-learning internship program for college students. This handbook is designed as a guide for student interns and project committee members as they work together during an internship assignment. Notes on program objectives and operation, responsibilities of program participants and other related information are included. The handbook is organized so that additional information developed or received by project participants can be included with the original materials. (Author/HS)

#### ED 070 397

HE 003 630

#### Handbook for Professional and Administrative Internships.

Resource Development Internship Project, Bloomington, Ind.

Spons Agency—Economic Development Administration (DOC), Washington, D.C.

Pub Date Mar 72

Note—74p.

Available from—Resource Development Internship Project, 334 Poplars Building, 400 E. 7th Street, Bloomington, Indiana 47401 (\$2.50)

#### EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Administrator Education, \*Field Experience Programs, \*Higher Education, In-service Education, \*Internship Programs, Management Development, \*Professional Education, Professional Training

This handbook describes the history, objectives and operations of the Resource Development Internship Project (RDIP), a project designed to simultaneously strengthen the educational process and increase the number of skilled personnel working on development problems by placing upper division and graduate students—students who already have the basic package of usable technical skills—as interns in operating organizations. While it is intended primarily to provide information for interns and host organizations participating in or considering RDIP-approved projects, this handbook may also be useful as a general guide for organizing effective professional and administrative internships under a wide variety of circumstances. (HS)

#### ED 070 398

HE 003 631

Fuller, Robert

#### Cooperative Field Education Program (First Annual Report, FY July 1, 1971 - June 30, 1972).

South Dakota Univ., Vermillion.

Pub Date 72

Note—83p.

#### EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cooperative Education, \*Cooperative Programs, \*Field Experience Programs, \*Higher Education, \*Work Experience Programs, \*Work Study Programs

The University of South Dakota Cooperative Field Education Program (CFEP) serves to supplement existing classroom study with related, credited field experience. The field experience is to: (1) give the student an opportunity to apply academic study to actual work experience; (2)

open up new areas of interest, study and employment for the student; (3) make the student more attractive, because of his field experience, to a potential employer; and (4) provide potential employers with an opportunity to recognize the worth and value of the individual student and others like him. This document presents a report of the first year of the CFEP and offers recommendations for its future. (Author/HS)

#### ED 070 399

HE 003 632

Tickton, Sidney G.

#### Aspen Executive Seminar on Meeting the Financial Crisis of Colleges and Universities.

Academy for Educational Development, Inc., Washington, D.C.

Pub Date 31 Jul 72

Note—25p.

#### EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Educational Finance, Educational Planning, \*Enrollment Trends, \*Federal Aid, \*Financial Problems, \*Higher Education

Presented in this paper is an outline of remarks concerning the trends in the U.S. economy to 1990, trends in higher education to 1990, and critical problems to be anticipated in higher education. The major thrust of the document can be summarized in four main points. For the next ten to fifteen years, (1) higher education enrollments are bound to increase; (2) higher education costs are bound to increase and faster than income from non-governmental sources; (3) no one has figured out what to do about this imbalance, except increase the amount of government money; and (4) better management would help reduce the imbalance, for although it won't solve the financing problem, it may establish greater confidence in the higher education enterprise. (HS)

#### ED 070 400

HE 003 633

McCarthy, Joseph M. Steinkrauss, Philip J.

#### Student Unrest and Campus Disorders. Student Financial Aid Regulations.

Boston Coll., Chestnut Hill, Mass.

Pub Date [70]

Note—8p.

#### EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Activism, \*Civil Disobedience, \*Federal Aid, Federal Legislation, \*Financial Support, \*Higher Education, Scholarship Loans, Scholarships, Student Costs, Student Loan Programs

Beginning with the Higher Education Amendments of 1968, Congress has attached anti-disruption provisions to various appropriation bills affecting higher education. These provisions are generically aimed at denying federal and support funds to persons involved in campus disruptions. The programs affected by this legislation are: (1) the Student Loan Program; (2) the Educational Opportunity Grants Program; (3) the Student Loan Insurance Program; (4) the College Work-Study Program; and (5) any fellowship program carried under Title II, III, or V of the Higher Education Act of 1965 or Title IV or VI of the National Defense Education Act of 1958. (HS)

#### ED 070 401

HE 003 634

McCarthy, Joseph M. And Others

#### The College Work-Study Program at Boston College.

Boston Coll., Chestnut Hill, Mass.

Pub Date 68

Note—36p.; Annual Report, 1968

#### EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Cooperative Education, \*Disadvantaged Youth, Federal Aid, Financial Problems, \*Financial Support, \*Higher Education, Part Time Jobs, Student Costs, Work Experience Programs, \*Work Study Programs

During the calendar year 1968, Boston College provided jobs for 783 students under the Federal College Work-Study Program. The jobs ranged from simple clerical to complex community service and computer operation positions, and every attempt was made to place students in positions related to the individual's educational experience and career goals. Full-time students who are U.S. citizens or nationals, or are in this country for other than temporary purposes, are capable of maintaining good academic standing while employed, and are determined by the institution to be in need of aid from part-time earnings, are eligible to work under this program. When a student's eligibility has been established, he is given an authorization form certifying this fact and is sent to an on- or off-campus employer for an in-



interview. When the student and an agency supervisor have reached agreement, the student is placed on the payroll. The agency supervisor then submits weekly timesheets stating the number of hours the student has worked, and the student is paid accordingly. (Author/HS)

**ED 070 402** HE 003 635  
Facts About New England Colleges, Universities and Institutes 1972-73.

New England Board of Higher Education, Wellesley, Mass.

Pub Date 72  
Note—20p.

Available from—New England Board of Higher Education, 40 Grove Street, Wellesley, Massachusetts 02181 (\$1.25)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Accreditation (Institutions), \*Colleges, Degrees (Titles), \*Educational Research, \*Higher Education, \*Statistical Data, Student Application, Student Costs, Student Enrollment

This document presents data related to the higher education institutions in the New England States that are authorized to award academic degrees at the associate, bachelor, master, doctoral or professional level. Pertinent information given is concerned with: student body composition; accreditation; level of offering and type of program; summer sessions; tuition and fees for 1972-73; room and board costs for 1972-73 and available on-campus student housing; application regulations; admissions examinations; Fall 1971 enrollment; and sources of institutional support. (HS)

**ED 070 403** HE 003 636

Blandford, Barbara A. Trexler, Joan C.

Expected First-Year Graduate Enrollment in Science and Engineering, Fall 1972. Higher Education Panel Report.

American Council on Education, Washington, D.C.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.; National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—HEP-Survey-10  
Pub Date 11 Aug 72

Note—24p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Engineering Education, \*Enrollment Projections, \*Enrollment Trends, \*Graduate Students, \*Graduate Study, \*Higher Education, Science Education

This survey concerned first-year graduate enrollments in science and engineering for the fall of 1971 and expected enrollments for the fall of 1972. Each institution was asked to indicate (1) how many new applications it had received through July 5, 1971, and what the actual first-year graduate enrollment for that year had been; and (2) estimate enrollments for 1972, indicating the number of new applicants received as of July 5, 1972. This information was requested for the following fields: physical sciences, basic medical sciences, other biological sciences, psychology, other social sciences, engineering, and mathematical sciences. Results of the questionnaire indicate an anticipated overall increase of 2% in first-year science and engineering graduate enrollments, but the projected trends differ according to type of institution and field. Public institutions reported an expected increase, whereas private institutions said they expect a substantial decrease. (HS)

**ED 070 404** HE 003 637

Benacerraf, Paul And Others

Budgeting and Resource Allocation at Princeton University. Report of a Demonstration Project.

Ford Foundation, New York, N.Y.

Pub Date Jun 72

Note—505p.

**EDRS Price MF-\$0.65 HC-\$19.74**

Descriptors—\*Budgeting, \*Cost Effectiveness, Educational Administration, Educational Economics, \*Educational Finance, \*Higher Education, \*Resource Allocations

This report summarizes the work done to date on a study of resource allocation in universities. This report specifically is concerned with budgeting and resource allocation at Princeton University. The document consists of 4 sections. The first section deals with the process of budgeting at Princeton as it has evolved over the last 4 years. After a brief discussion of the functions of all

budget systems, the main features are described of the budgeting process as it existed at Princeton during the 1960's. The second section consists of a reprint of the Report of the Priorities Committee to the President: Recommendations Concerning the Budget for Fiscal Year 1971-72. Section III consists of the 1972-73 Report of the Priorities Committee to the President. This report shows the position of the University budget one year later and contains some comments on conclusions reached and lessons learned in the intervening period. The final section deals with program budgeting and long-range planning. It contains some tables and calculations showing the distribution of expenditures and income among broad program categories. (Author/HS)

**ED 070 405**

Final Report of the Committee on Basic Research in Education.

National Academy of Sciences - National Research Council, Washington, D. C. Div. of Behavioral Sciences.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Pub Date Sep 72

Contract—OEC-3-8-080293-0029(010)

Note—137p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Educational Development, \*Educational Improvement, \*Educational Research, \*Higher Education, \*Research

The purpose of the Committee on Basic Research in Education is to provide advice to the Office of Education on the organization of a comprehensive program of support for basic behavioral, social and humanistic research of relevance to education. This document presents: (1) the history and goals of the Committee on Basic Research; (2) the activities of the Committee; (3) the role of the disciplines in basic research related to education; (4) the role of problem centered inquiry in basic educational research; and (5) recommendations of the committee. Also included is a brief history of the national Academy of Sciences, the National Research Council, and the National Academy of Education. (HS)

**ED 070 406**

Accredited Postsecondary Institutions and Programs Including Institutions Holding Preaccredited Status. 1971 Supplement.

Office of Education (DHEW), Washington, D. C. Bureau of Higher Education.

Report No.—DHEW-OE-72-198

Pub Date 72

Note—159p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.25; HE 5.250/50066-S)

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Accreditation (Institutions), \*Colleges, \*Higher Education, \*Universities

This document is a supplement to, and has been prepared for use with, the 1971 edition of Accredited Postsecondary Institutions and Programs, a directory of postsecondary institutions and programs that were accredited or preaccredited as of 1970 by the regional and national accrediting agencies recognized by the U.S. Commissioner of Education. This publication includes a list of postsecondary specialized and vocational institutions and programs, a list of institutions of higher education that had attained accredited status as of September 1971, and a list of institutions or programs that had attained preaccredited status with those nationally recognized agencies as of September 1971. This supplement also includes a list of institutions that have closed, lost accreditation, changed names, or moved since the publication of the last edition. (Author/HS)

**ED 070 407**

Farine, Avigdor

The Output of Canadian Universities as Measured by Graduate Degrees.

Pub Date 29 May 72

Note—17p.; Paper presented at the Annual Meeting of the Canadian Learned Societies, May 29, 1972, Montreal, Quebec

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Educational Development, \*Educational Improvement, \*Graduate Study, \*Higher Education, \*Input Output Analysis, \*International Education, Regional Planning

This paper presents the results of a study of the output of Canadian universities as measured by graduate degrees conferred or by graduates produced. The study was conducted to answer 2 basic questions: (1) Do Quebec universities train enough qualified manpower in comparison with the other provinces? and (2) Encouraged by funds and by the Quebec government policy of catching-up, do the French universities reach the output of the English universities in the province? It was found that Ontario and the Western Provinces have been ahead of Quebec in the graduate degrees/labor force ratio for several years. In Quebec itself, the French universities produce more master's degrees than the English universities, but McGill surpasses all of the French universities in the output of doctorates. As for the catching-up policy set for the French universities, it seems that they have not yet attained the breadth of research and scientific training that doctoral level programs should include. (Author/HS)

**ED 070 408**

Report of the Commission on the Future of Wellesley College.

Wellesley Coll., Mass.

Pub Date Mar 71

Note—28p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Educational Change, \*Educational Improvement, \*Educational Planning, \*Higher Education, Institutional Research, Reports, \*Womens Education

The Commission on the Future of Wellesley College was established because of problems created out of changes in social and educational patterns that have come with the second half of the 20th Century. In the fall of 1969 the Commission discussed 5 possible directions for the future of the institution as a whole: (1) to continue with the present curricular pattern and student body; (2) to move toward becoming a public institution within the state system; (3) to transfer to another location in order to affiliate with a men's college, or to establish a coordinate college for men; (4) to become a coeducational institution in the conventional sense; or (5) to develop a flexible, multifaceted approach to educational change and the composition of the student body within the context of present location and educational framework. The fifth option was the one adopted. Recommendations are made in this report concerning the educational program at Wellesley, the education of women, the education of minorities, counseling programs, and student body composition. (HS)

**ED 070 409**

A Study in Persistence: Attrition and Graduation Rates at the University of Arizona.

Arizona Univ., Tucson. Office of Institutional Studies.

Pub Date 2 Nov 71

Note—20p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Academic Achievement, Bachelors Degrees, \*College Graduates, \*College Students, Grade Prediction, \*Graduation, \*Higher Education, Prediction

This study traces the academic performance of the entering freshmen class of 1959 at the University of Arizona for 10 years. The objectives were to ascertain how many students succeeded in attaining a college degree at the University and elsewhere and to determine some of the relationships between various measures of scholastic performance and college attrition. Stated briefly, 23% graduated from the University in 4 years, and 3% graduated elsewhere in the same time. Another 18% of the total class graduated from the University within the next 6 years along with 8% who graduated elsewhere. An additional 2% were enrolled at the time the study was completed. In other words, 54% of the class received a baccalaureate degree within 10 years or were about to. A consistent trend was the positive relationship between measures of scholastic performance and college success. The probability of graduation was low for those students with poor scholastic records and high for those with strong records. Expressed in terms of high school class rank, the chances of graduating were more than twice as great for people from the top fifth of their high school classes as for those from the bottom fifth. (Author)

**ED 070 410**

HE 003 645

Blandford, Barbara A.

**Student Participation on Institutional Governing Boards.**

American Council on Education, Washington, D.C.

Pub Date 27 Oct 72

Note—14p.; Higher Education Panel Report, American Council on Education, Survey Number 11

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*College Students, \*Educational Administration, \*Governance, \*Governing Boards, \*Higher Education, \*Student Participation, \*Student Role

The results of this survey on student participation on college and university governing boards indicate that 14% of all institutions in the U.S. have students as members of their boards. Of the different institutional types, and public 4-year colleges and universities stand at one end of the scale with about one in four including students on their governing boards, and the 2-year colleges stand at the other, with only 8% of the public and 6% of the private 2-year colleges having students on their boards. Of the 86% of the institutions that do not now have students as members of their boards, 63% indicated either that they have had no plans for considering the possibility or that they have considered the possibility but are taking no definitive action. Concerning the possible authority students have as members of governing boards, of the 14% of institutions that do have students on their boards, less than half permit voting on all issues and 58% indicated that students were not permitted to vote on any board issues. (HS)

**ED 070 411**

HE 003 647

Ayers, George E. And Others

**An Irregular Guide to MMSC [Minnesota Metropolitan State College].**

Minnesota Metropolitan State Coll., St. Paul.

Pub Date Sep 72

Note—81p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Educational Innovation, \*Guides, \*Higher Education, \*Program Descriptions, \*Upper Division Courses

This document is a guidebook for new students at Minnesota Metropolitan State College, a newly created upper-level college whose curriculum is based solely on the basis of competencies in various areas. The guidebook describes the origins, accreditation, and organization of MMSC, the basic tenets of the college, study options at MMSC, and the educational format. In addition, information is included on admission, orientation, the educational pact development, implementation of the educational pact, and final evaluation and awarding of degrees. (HS)

**ED 070 412**

HE 003 654

**New Academic Institutions: A Survey.**

American Council on Education, Washington, D.C.

Pub Date 72

Note—130p.

Available from—American Council on Education, One Dupont Circle, Washington, D.C. 20036

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—\*Colleges, \*Educational Development, \*Educational Philosophy, \*Educational Planning, \*Higher Education, \*Surveys, \*Universities

More than a third of the colleges and universities in operation in the U.S. in 1970 were created after 1947. This important fact has led to the creation of the present study whose purpose was to gather data about the numbers and kinds of new institutions, the circumstances of their founding, their common and distinctive characteristics, their special problems, their failures and their successes. The investigation was in part a response to the educational community's expressed need for statistical data on a significant historical development in American higher education. In addition, it was hoped that the findings would be useful to lay leaders and other policy makers who from time to time take on the responsibility of establishing new institutions. (HS)

**ED 070 413**

HE 003 655

**Graduate Education: Purposes, Problems, and Potential.**

National Board on Graduate Education, Washington, D.C.

Pub Date Nov 72

Note—26p.; Report No. 1

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Educational Improvement, \*Educational Planning, \*Graduate Study, \*Higher Education, \*Reports

The activities of the National Board on Graduate Education have been defined as: (1) the initiation of new research studies and the encouragement of experimentation and innovation; (2) the coordination and review of current research efforts and studies; (3) the dissemination of information and referrals for individuals, institutions, and agencies; (4) the preparation and circulation of a continuing annotated bibliography of literature on graduate education; and (5) the conduct of programs for the stimulation of public and professional discussion of the reports, findings, and recommendations of the Board. The present report sets forth the Board's view of the fundamental purposes of graduate education, discusses the problems and concerns currently facing graduate education, and indicates the role that the Board will perform in helping to resolve these issues. (Author/HS)

**ED 070 414**

HE 003 656

Granger, Bobbi

**Proposal for a Department of Women's Studies at the University of Pennsylvania.**

Pennsylvania Univ., Philadelphia.

Pub Date Apr 72

Note—35p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Curriculum Development, \*Feminism, \*Higher Education, \*Sex Discrimination, \*Womens Education, \*Womens Studies

Since November 1971 the Penn Women's Studies Planners at the University of Pennsylvania have surveyed women's studies programs at universities across the country, investigated resources within the University, and explored the needs and expectations that students would bring to courses about women. Based on this research, the Planners have presented this proposal that they consider to be the most advantageous women's studies program for the University of Pennsylvania. Within their proposal are discussions of women's studies within the University structure; proposed academic personnel for the program for 1973-74; governance and administration of the Department of Women's Studies; curriculum, research and graduate concerns; library facilities and materials that are available and needed; and possible outside funding for the creation of the Women's Studies Department. (HS)

**ED 070 415**

HE 003 657

**Report of the ad hoc Committee on Women Studies, College of Arts and Sciences.**

Washington Univ., Seattle. Coll. of Arts and Sciences.

Pub Date 21 Jun 71

Note—26p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Curriculum Development, \*Feminism, \*Higher Education, \*Sex Discrimination, \*Womens Education, \*Womens Studies

The ad hoc Committee on Women Studies at the University of Washington recommends that a program of women's studies be instituted to permit rigorous academic study in the area. The program would be composed of: (1) an introductory core course; (2) four upper-division courses; (3) a significant amount of study (approximately 35 credits) in a single relevant academic discipline such as history, sociology, romance languages, etc.; and (4) a senior thesis. This report includes, besides these recommendations, data on student opinion, a brief survey of relevant courses and interested faculty members at the University of Washington, and some specific information about the nature of women's studies programs elsewhere. (Author/HS)

**ED 070 416**

HE 003 658

**The Cost of College: II.**

Columbia Research Associates, Cambridge, Mass.

Spons Agency—Office of Program Planning and Evaluation (DHEW/OE), Washington, D.C.

Pub Date Aug 72

Contract—OEC-0-70-5023

Note—101p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Educational Economics, \*Educational Finance, Federal Aid, \*Financial Problems, \*Higher Education, \*Student Costs, \*Teaching Load

The study reported on in this document had as its major objective to analyze the costs that the nation incurs in providing college education for its youth. The results of the "Cost of College" study are based on data obtained from 50 4-year colleges. The data include information on revenues and expenditures, faculty, classes, enrollments, average scholastic aptitude measures, and federal student aid for each of the colleges. The period covered is Fall 1967 through Spring 1971. It was found that the cost of college (the total expenditures divided by the number of students) rose from \$2,606 in 1967-68 to \$3,341 in 1970-71, or 28.8%, while the cost of living was rising 16.3%. This unusually rapid inflation was generated by 3 major sources: increases in faculty salaries, declining work loads, and declining class sizes. (HS)

**ED 070 417**

HE 003 659

Menges, Robert J.

**Academic Ability, Nonacademic Accomplishments and Ideational Productivity in High-Risk and Regularly Admitted College Students. Final Report.**

Illinois Univ., Champaign.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-0-E-121

Pub Date Aug 72

Grant—OEG-5-70-0040(509)

Note—51p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Academic Ability, \*Academic Achievement, \*Grade Prediction, \*Higher Education, \*Predictive Ability (Testing), \*Productive Thinking

Studies of college students have documented a minimal relationship between academic and nonacademic accomplishments and between academic achievement and creative abilities. However, a higher relationship has been shown between productive thinking and nonacademic accomplishments. In this study such relationships are assessed in 2 college populations at the University of Illinois: (1) all freshmen admitted into a special program for high-risk students in 1970, and (2) a comparison random sample of students regularly admitted that same year. Results of a questionnaire indicated that (1) for regular students: all measures of academic ability and achievement were significantly interrelated; productive thinking was related to ability and college achievement for males but was related to no other variables for females; and nonacademic activities score was related to no other variables for males but to ability, high school achievement, and productive thinking for females; and (2) for special students: while academic ability measures were related and achievement measures were related, ability and achievement were not significantly correlated; productive thinking was related to ability for males but to no other variables for females; nonacademic activities score was related to no other variables; and although special students had consistently lower scores on measures of ability, achievement, and productive thinking, they did not differ on number of nonacademic attainments. (Author/HS)

**ED 070 418**

HE 003 660

Best, Gilmary

**CORD Conducts a Feasibility Study. Final Report.**

Marygrove Coll., Detroit, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C. Regional Research Program.

Bureau No—BR-7-E-172X

Pub Date Aug 72

Grant—OEG-1-7-070172-4302(508)

Note—63p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Consortia, \*Higher Education, \*Interinstitutional Cooperation, \*Professional Continuing Education, \*Teacher Education, \*Urban Education

This document presents the results of a feasibility study conducted by the Consortium for Development of Research Potential in Education (CORD) to determine if the 5 institutions in the Detroit area that comprise CORD can pool their resources to provide a coordinated institute for re-educating the conventionally trained teachers in multicultural dimensions. More specifically, the objectives of the study were to: (1) design a plan

for re-educating certified urban teachers in multicultural dimensions, utilizing the resources of the CORD colleges; (2) obtaining the cooperation of key personnel in the surrounding school districts; (3) design a credit and sharing plan by which personnel and facilities of each of the CORD colleges would be pooled as sources of the learning array; and (4) recruit certified teachers from the above school systems. The design for a complete Institute for Re-Educating Certified Urban Teachers in Multicultural Dimensions is included in the report. (Author/HS)

**ED 070 419** 24 **HE 003 661**  
 Worthen, Blaine R. And Others

**A Study of Selected Factors Related to the Training of Researchers, Developers, Diffusers, and Evaluators in Education.**

American Educational Research Association, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-1-0009

Pub Date Nov 71

Grant—OEG-0-71-0617(520)

Note—529p.

**EDRS Price MF-\$0.65 HC-\$19.74**

Descriptors—Educational Improvement, \*Educational Research, \*Educational Researchers, \*Higher Education, Manpower Needs, \*Program Evaluation, Researchers, \*Research Needs

During the past decade there has been increasing public and political acceptance of the utility of inquiry and inquiry-related activities for bringing about educational improvement. Specifically, educational research, development, diffusion, and evaluation (RDDE) have been singled out as essential activities. This document presents the report of a study designed: (1) to develop a conceptual map representative of the functions (roles), tasks, and skills of educational researchers and research-related personnel; (2) to utilize the data generated in objective 1 in designing and developing multidimensional competence instruments and assessment procedures to ascertain the extent to which research and research-related personnel possess the identified competencies; (3) to inventory and describe current training programs in educational RDDE and their human and materials products; (4) to determine how many persons are needed to perform each function identified in objective 1, i.e., what is the demand for trained personnel to perform each function; (5) to revise existing manpower projections based on recent finding of RDDE activities; and (6) to synthesize existing manpower studies based on nonfinancial projections. (Author/HS)

**ED 070 420** **HE 003 662**

Stobaugh, Cynthia E.

**The Effect of College Environment on Student Output.**

Washington Univ., Seattle. Dept. of Psychology.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-0-0340

Pub Date Jan 72

Grant—OEG-0-70-3347

Note—51p.; Technical Report 72-31

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Church Related Colleges, \*College Environment, \*Environmental Influences, \*Higher Education, Small Schools, Student Attitudes, \*Student Characteristics, \*Student Interests, Student Motivation

This study investigates the effects of the academic environment of a small, Christian liberal arts college on students' later activities, and the effects of the college on different types of students. Alumni from the classes of 1965 and 1966 were asked why they attended the college and to provide information about experiences they had at the college and their life since graduation. No general differences in college experiences were found for alumni who did or did not attend graduate school, for alumni who did or did not hold a job related to their major, for alumni in various occupations, and for alumni at different income levels. The college environment did, however, provide distinctly different experiences for different types of students. Students who attended the college because they liked its smallness placed greater emphasis on liberal social goals. They were more socially active as students, and continued this trend after graduation

through greater participation in community activities. Students who attended the college because they liked its Christian environment placed greater emphasis on conservative social goals and participated more in the formal education process. Results indicate that different students tend to seek out experiences that reinforce their already existing beliefs and interests. (Author)

**ED 070 421** **HE 003 664**  
**Degrees Conferred by North Carolina Senior Colleges and Universities, 1971-72.**

North Carolina Univ., Chapel Hill.

Pub Date 18 Dec 72

Note—8p.; Newsletter, Volume 1, Number 3

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Bachelors Degrees, \*Degrees (Titles), \*Doctoral Degrees, \*Higher Education, \*Masters Degrees, Statistical Data

North Carolina senior colleges and universities awarded 6.3% more degrees in 1971-72 than in the previous year. Data provided by the 47 public and private senior institutions show that 26,214 degrees were awarded in 1971-72 compared to 24,669 in 1970-71. The increase occurred at all levels—bachelor's, first professional, master's, and doctor's. This document presents a breakdown of the degrees awarded by institution and type of degree and by field of study, type of degree and sex of recipient. (Author/HS)

**ED 070 422** **HE 003 665**

Fincher, Cameron

**The Need for Reform and Renewal in Higher Education.**

Georgia Univ., Athens. Inst. of Higher Education.

Pub Date 72

Note—6p.; Paper presented in the Cullom Lecture Series, Augusta College, September 11, 1972, and the Summer Scholar Seminar for Developing Colleges, the Georgia Center for Continuing Education, October 13, 1972

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Colleges, Educational Change, Educational Improvement, \*Educational Planning, \*Educational Research, \*Higher Education, Reports, \*Universities

Higher education has expanded to the point where the supply of educated manpower far outnumbers the demand. In answer to this problem, several task forces, committees and commissions have been appointed to examine the problems, issues and trends in higher education and to make recommendations that could serve the formulation of more meaningful public policies. The purpose of this paper is to review the recommendations of the Carnegie Commission on Higher Education, the Assembly on University Goals and Governance of the American Academy of Arts and Sciences, the HEW Task Force on Higher Education, and the Commission on Human Resources and Advanced Education. Running throughout the reports of the various commissions and task forces is a deep and pervasive concern with the future of higher education in this country. A combination of crises has convinced many educational leaders and spokesmen that higher education as it existed in the sixties is no longer adequate for the changing demands of the seventies and eighties. Implicit in almost all of the reports is the belief that unless reform and renewal are forthcoming, our colleges and universities cannot survive. (HS)

**ED 070 423** **HE 003 667**

Hebert, Tom

**Kerygma and Creativity at Antioch-Columbia.**

Pub Date 71

Note—196p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Educational Research, Educational Researchers, \*Higher Education, \*Institutional Research, \*Publicize, \*Public Relations, Research Methodology

Identifiers—Antioch College, Columbia, Maryland

This document presents a creatively written description of Antioch College in Columbia, Maryland, written by a college consultant who was hired as a consultant to the governing council of the college to make an analysis of the college's governance system and the learning and social environment of the school. The author describes how the institution communicates with itself and with the outside; how the physical environment works—whether for the benefit of the

organization or to its detriment; the institution's political processes; how the institution defines its business or purpose; how the institution supports its clients; how the college supports learning; what students do with their time; and finally, he addresses the question of whether or not the college is a fit place to be. The format of the document would be of interest to college and university administrators who are looking for promotional techniques, and the method that the author uses to gather information for his study and end product would be of great interest to educational researchers and developers both within and outside of college communities. (Author/HS)

**ED 070 424** **HE 003 668**

Hebert, Tom Frank, Virginia

**The Brazos Bottoms Next Time: A Discussion of Black Colleges, Federal Dollars and Social Change. A Staff Paper.**

Southern Education Foundation, Atlanta, Ga.

Pub Date Oct 72

Note—132p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Civil Rights, \*Equal Education, \*Federal Aid, \*Federal Programs, \*Higher Education, Minority Groups, \*Negro Colleges, Negro Education

Federal consciousness of minority issues in general and of black colleges in particular is increasing daily as programs are instituted to promote equality among the various races in the U.S. This paper reviews some government social agencies where signs of progress are already visible: Model Cities, Social Rehabilitation, the Environmental Protection Agency, and the new Minority Center at the National Institute of Mental Health. Also discussed are some areas of the federal government machinery that seem almost totally unresponsive to black college concerns: the Departments of Transportation and Interior, programs of vocational and environmental education, and programs in health services and mental health. It is clear that black college relationships with the social agencies of government need still more public attention and pressure. (HS)

**ED 070 425** **HE 003 669**

Hebert, Tom

**State University of New York College at Old Westbury or "You'll Have to Eat the Cake With Your Fingers; I've Got the Forks Counted."**

Pub Date 70

Note—86p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Educational Development, \*Educational Improvement, \*Educational Planning, \*Experimental Colleges, Experimental Programs, \*Higher Education

The City University of New York's College of Old Westbury was an experimental college that based its philosophy around a community living-learning concept. The College, unfortunately, was unable to survive because of several gross inconsistencies in the education/community process. In this document, the author points out the necessary elements for such a living-learning institution to survive. The author feels that the campus environment grows out of the chemistry of three elements: people, space and events. There is a need for a full and continuing analysis of people participating or served in the college, and there should be a large mix of people with a varied spectrum of interests. Space should be flexible and open in order to enhance creativity, and the more persons that are utilizing an area of space at one time, the better for increased communication and activity. Events are the result of a proper mix of people and density of space. Events should normally be kept small, using large events as punctuation only. Programs should be planned so that various persons might be involved and should be flexible enough to have room for improvement. (HS)

**ED 070 426** **HE 003 670**

Andes, John, Ed.

**New Academic Deans.**

Florida Univ., Gainesville. Inst. of Higher Education.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date [68]

Note—50p.; Proceedings of an Institute for Newly Appointed Academic Deans, Gainesville, Florida, August 1968

**EDRS Price MF-\$0.65 HC-\$3.29**



Descriptors—\*Administrator Education, \*Administrator Role, \*College Deans, \*Higher Education, \*Institutes (Training Programs)

This document presents the proceedings of an institute for 26 newly appointed junior college academic deans from 8 southeastern states. The 4-day institute included speeches on the general role of the academic dean and the role of the dean in educational change and improvement, and simulation experiences in which the deans coped with hypothetical problems that are likely to come up in their actual jobs. The overall response to the institute was positive, and many of the participants expressed an interest in participating in a similar conference in the future. (HS)

ED 070 427 HE 003 759

Borvik, Berge Andrew, Jr.

**The Construction of an Organizational Climate Description Questionnaire for Academic Departments in Colleges and Universities.**

Oregon Univ., Eugene.

Spons Agency—Office of Education (DHEW), Washington, D.C. Regional Research Program. Bureau No.—BR-2-J-011

Pub Date Sep 72

Contract—OEC-X-72-003

Note—159p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Departments, \*Educational Administration, \*Educational Environment, \*Higher Education, \*Organizational Climate

The purpose of this investigation was to construct an Organizational Climate Description Questionnaire—Higher Education that would permit portrayal of the organizational climate of academic departments within colleges and universities. Data collected from the completion of pilot and research instruments was obtained from the faculty members in 72 academic departments in 12 Pacific Northwest institutions. A principal component factor analysis identifies 6 domains that pervaded the organizational climate of the academic departments sampled. Factor analysis of the subtest scores for the 6 domains allowed for a 3-factor solution to be accepted for the analysis at the departmental level. To analyze the departments' climates, double standardized subtest scores were calculated. The scores of selected departments within each group were used to describe the organizational climates that provided models for the identified climate. The findings of this investigation were that: (1) the OCDO-HE is a valid instrument to assess the organizational climate of academic departments; and (2) the consolidation in this investigation in higher education of the same factors found in the original study was shown. (Author/HS)

## JC

ED 070 428 JC 730 001

**The Staff Association of Montgomery College.**

Montgomery Coll., Rockville, Md.

Pub Date [72]

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, \*Change Agents, \*Community Colleges, \*Organizations (Groups), \*School Personnel

The Staff Association of Montgomery College is composed of those who work at the college and are not a member of the Faculty or an Administrator. It was formed in response to a need for representation, to give the Staff a voice for expressing its concerns to the governing bodies of the College. That voice is placed in a seven-member Senate, which is selected annually. Bylaws of the association are listed; these are not of a fixed nature, but are designed to accept the creative and experimental attitude toward change. (Author/CK)

ED 070 429 JC 730 002

**Faculty Load Policies and Practices in Public Junior and Community Colleges.**

National Education Association, Washington, D.C. Research Div.

Report No.—NEA-Memo-HE-5

Pub Date Mar 72

Note—5p.; Research Information for Higher Education Staff of NEA Affiliates

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Community Colleges, \*Junior Colleges, \*School Policy, \*Surveys, \*Teaching Load

Two surveys conducted by the NEA Research Division provide an estimate of faculty load policies and practices in public junior and community colleges. These estimates are presented. (CK)

ED 070 430 JC 730 003

Dedrick, Charles Van Loan

**The Relationship between Perceptual Characteristics and Effective Teaching at the Junior College Level.**

Note—14p.; Article is based on part of an Ed.D. dissertation submitted to the University of Florida graduate school

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*College Faculty, Correlation, \*Effective Teaching, \*Junior Colleges, Measurement Instruments, \*Multiple Regression Analysis, Organization, Perception, Student Opinion, \*Teacher Evaluation

Identifiers—PIPI, \*Purdue Instructor Performance Indicator, Teacher Rating Scale, TRS  
The relationship between the perceptual organization of junior college instructors and student ratings of their effectiveness as teachers is explored. The major hypothesis of the research was that there would be a significant positive relationship between student ratings of faculty effectiveness and certain aspects of perceptual organization. The subjects were 32 junior college instructors. Two student ratings were administered to students of all the instructors participating in the study. The first instrument was the Purdue Instructor Performance Indicator (PIPI), a forced-choice rating scale in which the student is required to make a series of choices from blocks of descriptive behavioral items. The second instrument was a self-anchoring scale of teacher effectiveness called the Teacher Rating Scale (TRS). Multiple stepwise regression correlations computed between the six perceptual dimensions using ratings inferred from TAT protocols and PIPI student ratings indicates that four of the dimensions produced a multiple R of .70 and accounted for 49 percent of the variation found in the criterion. In specific terms of teaching excellence at the junior college level, effective teaching becomes a matter of working through the environment, in essence, providing the student with greater freedom to explore and discover his maximum potential. (CK)

ED 070 431 JC 730 004

Roman, Paul A. Jensen, Mary E.

**Curriculum Development Program, Summer 1972.**

Santa Ana Coll., Calif.

Spons Agency—Santa Ana Unified School District, Calif.

Pub Date Nov 72

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Colleges, \*Curriculum Development, \*Project Applications

A curriculum development program for Santa Ana College is presented. There are two types of projects. One group involves developing new or revising existing courses, i.e., Mathematics 50, Chemistry D. Another group focused on totally new programs, particularly these related to cultural awareness and community needs. From these projects, various proposals were selected to be funded. These proposals are listed. (CK)

ED 070 432 JC 730 005

Trappnell, Jean

**The Trappnell Report: Community College Concerns.**

Pub Date 72

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Community Colleges, \*Reports

A series of reports on matters pertaining to community colleges are presented. (CK)

ED 070 433 JC 730 006

Phair, Tom S.

**Staffing Patterns in California Community Colleges. A 1972 Overview.**

California Univ., Berkeley. Field Service Center.

Spons Agency—California Junior Coll. Association, Sacramento.

Pub Date 72

Note—9p.; Complete list of data is available from Tom S. Phair, University of California, Berkeley

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age, Annual Reports, \*Beginning Teachers, \*College Faculty, College Majors, \*Community Colleges, Counselors, Degrees (Titles), \*Instructional Staff, Part Time Teachers, Racial Composition, Sex (Characteristics), Statistical Data, Student Teacher Ratio, Teacher Background, \*Teacher Characteristics, Teacher Employment, Teaching Experience

Identifiers—\*California

The Sixth Annual Report on the characteristics of newly appointed full-time faculty in California Community Colleges for the academic year 1972-73 provides relevant data from 94 public and 10 private community colleges. The size of the faculties in these institutions vary from 3 to 557 full-time faculty, both new and continuing, for a total of 14,343. Adding the part-time faculties, the total is around 20,000 faculty members for 876,000 students. During the academic year, 827 new full-time faculty were hired, 440 of these being replacements. Comparisons with figures of the previous three years shows a steady drop in full-time faculty. Reasons for this drop are given: (1) a high retention rate of old faculty, (2) the larger number of part-time faculty and staff, (3) an increase in class size from 25-28 to 33-35, and (4) an increase in teaching, counseling, and housekeeping activities for full-time instructors. The characteristics of the newly hired full-time faculty are reported as follows: (1) 58% males, 42% females; (2) 78% Caucasian, 8% black, 9% Chicano, 3% Asian, 1% Native American, 1% other; (3) majority ranged in age from 26-42 years; (4) 24% had non-teaching experience; (5) 3% new instructors had no prior teaching experience; (6) 1% had been Research Assistants; 3% had practice teaching, private teaching or tutoring; 9% had been Teaching Assistants; 17% had secondary school experience; 26% were experienced community college faculty; and 15.1% had 4-year college or university experience; (6) 9% had less than a BA degree and 17% had less than an MA; 7% had PhD's; (7) 13% were in Health Services field, 7% in English, 9% in Trade-Technical, 6% in Public Personnel Services; (8) new counselors employed was 5.5%. (DB)

ED 070 434 JC 730 007

Van Gelder, Eduard

**The Three-Year B.A.: A Wavering Idea.**

Florida Univ., Gainesville. Inst. of Higher Education.

Pub Date Oct 72

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Accelerated Programs, \*Bachelors Degrees, College Role, Colleges, \*Community Colleges, \*Curriculum Problems, \*Degree Requirements, Educational Finance, Educational Innovation, Educational Quality, Higher Education, Research Reviews (Publications), Student Placement, Universities

Identifiers—College Advanced Placement Program, College Level Examination Program

Current literature on the three-year B.A. degree is reviewed as to its history, recent background, and anticipated problems (curriculum, finance, quality, and role of community colleges). The three-year degree dates back to 1640, when it was awarded at Harvard until about 1655. Three-year B.A. degrees received new impetus during the late 19th and early 20th century at Johns Hopkins, Columbia, Chicago, and Yale, as well as many other American colleges and universities. Recent interest in reducing the undergraduate program to three years is in programs that not only cut costs but also accelerate the educational process without loss of quality or content. Two programs that have proven most popular in attempts to shorten the length of the undergraduate program are the College Advanced Placement Program and the College Level Examination Program of the College Entrance Examination Board. The problem of curriculum is discussed from the viewpoints of educators and students. The extent to which three-year degree programs would alleviate the financial crisis in higher education remains to be determined. It appears that unless not only the degree requirements but also the over all enrollment are reduced financial savings will not be realized. As to the quality of education in a shortened program, it is felt that any three-year degree program that emphasizes further cutbacks in general

education will widen the communications gap brought about by training in minute specialties. The suggestion that community colleges offer three-year degrees is said to have little merit, as such a program would change these institutions from their original purpose of meeting the educational needs of the community. It is concluded that thoughts of a three-year degree should be abandoned. (DB)

ED 070 435 JC 730 008

Alfred, Richard L.

**1971 - 1972 Student Attrition: Antecedent and Consequent Factors.**

Metropolitan Junior Coll. District, Kansas City, Mo.

Report No.—MJCD-S-102-72

Pub Date Oct 72

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age, \*College Students, \*Community Colleges, \*Dropout Research, Educational Research, \*Enrollment Influences, Factor Analysis, Females, Higher Education, Males, Part Time Students, Research Methodology, \*Residential Patterns, Sex (Characteristics), Statistical Data, Student Mobility, Tables (Data)

In this study of the extensiveness of impact, as measured by number of academic courses terminated, of selected self-related factors on student attrition, 1802 subjects, 1142 males and 660 females, comprised the sample. The factors investigated were: within-district/out-of-district residence; part-time/full-time enrollment status; and sex. Each factor was used as an independent criterion measure for classifying students according to the variable response categories (male/female, part-time/full-time, within-district/out-of-district), and an evaluation was made as to empirical variation between factor subgroups. The criterion measure of attrition used was a statistical tabulation of curriculum course withdrawals during the Fall Semester 1972 by the entire sample of students who enrolled during the Fall Semester 1971. Five statistical analyses were conducted. Results of the study show that there are significant differences in attrition rates for students classified according to place of residence relative to the number of courses terminated. It was also found that student attrition is higher among part-time as compared with full-time students. The majority of female students (79%) terminated only one or two courses prior to institutional withdrawal, whereas 59% of the male students exhibited a similar tendency. It was also found that enrollment status does affect the sex factor in student attrition. Although women exhibit a lower tendency than men to terminate their entire program prior to institutional withdrawal, enrollment status is an intervening factor. Finally, it was found that 26% of the total student population did not return. Tables present the statistical data. (DB)

ED 070 436 JC 730 009

Alfred, Richard L. Good, Mary F.

**The Status of Women in Higher Education and the Professions: Metropolitan Junior College District, 1971-1972.**

Metropolitan Junior Coll. District, Kansas City, Mo.

Report No.—MJCD-M-101-72

Pub Date Oct 72

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, College Students, \*College Teachers, \*Community Colleges, Educational Research, Enrollment Influences, Females, Higher Education, \*Junior Colleges, Males, \*Nonprofessional Personnel, Occupational Choice, \*Professional Personnel, Professional Recognition, Research Methodology, Role Perception, \*Sex Discrimination, Statistical Data, Tables (Data), Women Teachers

Latent factors involved in sex role determination in higher education and the professions were studied using educational and occupational data on the population of male and female students at each member college of the Metropolitan Junior College District, the population of non-academic staff employed by the district, the population of academic faculty maintaining full-time franchise in three given community colleges, and the population of professional administrative personnel. Data collected and tabulated related to (1)

institutional sex ratios, (2) sex distribution in curriculum programs, (3) sex distribution on non-college occupational program advisory committees, (4) sex membership and participation in student activities organizations, (5) salary range ascription by sex for occupational and transfer program graduates, (6) sex distribution of non-academic Metropolitan Junior College District personnel, (7) patterns of promotion of non-academic personnel, (8) sex distribution of academic Metropolitan Junior College District administrative personnel, (9) patterns of promotion of administrative personnel, (10) sex distribution of district member college faculty, and (11) sex distribution for membership of district-wide and member college organizational committees. The study population consisted of 9,282 persons. Data, analyzed by use of a basic comparison (by inspection) method, show that the status of women in higher education and the professions is predetermined as a function of early childhood socialization. The findings relevant to the status of women in the Metropolitan Junior College District provide documentary evidence of imbalanced sex distribution in higher education. Statistical data are given in tables. (DB)

ED 070 437 JC 730 010

Hankin, Joseph N. Angell, G. W.

**[Collective Bargaining in Junior Colleges.]**

Pub Date 27 Oct 72

Note—16p.; Papers presented at conference sponsored by the Junior College Council of the Middle Atlantic States on Collective Bargaining in the Community College

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Arbitration, \*Collective Bargaining, \*College Faculty, Educational Policy, Faculty, Governance, Junior Colleges, Post Secondary Education, Power Structure, Speeches, \*Teacher Militancy, Teacher Strikes, Teacher Welfare, \*Unions

Two papers comprise this document: "Alternatives to Collective Bargaining" and "Collective Bargaining in Two-Year Colleges: Problems and Trends." The first paper, by Joseph N. Hankin, presents the thesis that there is no alternative to collective bargaining but that attention should be focused instead on who represents the faculty on which issues. The major potential bargaining representatives (faculty senate, AAUP, NEA, and AFT) are examined, and the conclusion is reached that, since the few differences between them are growing smaller, it does not matter which is chosen as bargaining representative. Fifteen issues involving working conditions and educational policies are listed as examples of the problems over which faculties must decide who has authority. The second paper, by G. W. Angell, presents in outline form: (1) objectives of the public employees' fair employment laws; (2) analysis of 1972 (spring) working conditions for faculties in New York State Community colleges; (3) current bargaining issues (teaching load, office hours, leaves with pay, tenure, special expenses, insurance, and retirement provision); (4) areas of concern (questions concerning the college's ability to retain its integrity in the face of internal and societal pressures); (5) common goals (possibly trends); and (6) obstacles. (KM)

ED 070 438 JC 730 011

**[A Program to Prepare College and University Officials to Increase the Enrollment and Meet the Needs of Minority Groups and Low Income Students. General Summary and Recommendations.]**

California Community Colleges, Sacramento. Office of the Chancellor.; Mills Coll., Oakland, Calif.; Wright State Univ., Dayton, Ohio.

Pub Date [70]

Note—16p.; Program No. 45-5631

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Administrative Personnel, Administrator Attitudes, College Students, \*Community Colleges, \*Disadvantaged Youth, Educational Change, Educational Opportunities, Educational Programs, \*Low Income Groups, \*Minority Groups, Post Secondary Education, Program Descriptions, Program Evaluation, Socioeconomic Status, Student College Relationship

A training program was held for academic administrators of community colleges in order to develop the skills and awareness required to meet the needs of low-income minority-group students.

Each participating institution was expected to send that person responsible for the institution's efforts to meet the needs of the specified group of students, three administrative people, and one student representative of the student group concerned. The Community college program began with 5-day training session presented by a training team that toured California Community Colleges. The program used books, tapes, pamphlets, unpublished interviews and talks, direct observation of programs and program target areas, group and small group discussions, and work sessions. Evaluations are given of a President's Conference held prior to the community college training program, four five-week sessions conducted at the Wright Institute, and the program in the Community Colleges in California. Recommendations are made for improvements in future training programs. (KM)

ED 070 439 JC 730 012

Robings, Ed

**Proposal Writing: Reactions of an Evaluator.**

Los Angeles Trade-Technical Coll., Calif.

Pub Date 11 Nov 71

Note—4p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Community Colleges, \*Evaluation Criteria, Guides, Post Secondary Education, \*Project Applications, \*Technical Writing Identifiers—\*Proposal Writing

Because community college proposals have been found inadequate in many cases, suggestions are made for the improvement of future proposals by these colleges. The suggestions are as follows: (1) Meet the Criteria—read carefully the restrictions and guidelines; (2) Present Specific Facts and Plans—list specific classes, forums and seminars identified as to topic, cost and duration; include supporting material such as newspaper articles or any other evidence that the stated need of the community does indeed exist; (3) Make Proposal Development a Year-Round Effort—communication with community and college personnel should be on a continuing basis in regard to needs; a "proposal bank" should be maintained that reflects community needs; (4) Propose Economic Solutions to Problems—don't propose an activity that entails a high unit cost per participant if the same activity can be carried out at local colleges or universities for a lesser cost; be wary of the use of high-paid consultants in the proposed work; (5) Document the Involvement of Persons and Institutions—include supporting material such as letters or resolutions from other institutions that might participate in the proposed work; if the proposed project depends upon key personnel, include resumes giving their qualifications; (6) Triple Check Your Figures; and (7) Check Out Proposal on Campus before Submitting It for Funding—submit your proposal to several persons for editing and reactions. (DB)

ED 070 440 JC 730 013

Landini, Albert J. Gold, Ben K.

**Proposed Evaluation Design for Los Angeles City College's Auto-Tutorial Programs and Learning Resources Center.**

Los Angeles City Coll., Calif.

Report No.—LACC-RS-72-17

Pub Date Dec 72

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Autoinstructional Programs, Behavioral Objectives, \*Course Evaluation, \*Evaluation Techniques, Flow Charts, Formative Evaluation, Guides, \*Instructional Materials Centers, Junior Colleges, Post Secondary Education, Research, \*Summative Evaluation

A guideline to a two-stage outcome evaluation for individual courses within a total Learning Resources Center project is presented. Program and process variables are taken into consideration with emphasis on evaluating change in student behavior. The use of behavioral objectives is cited as the best means of determining the difference between treatment groups, and a scheme for using them is advanced. Two flowcharts are provided to serve as guides in conducting the evaluation. (Author/DB)

ED 070 441 LI 003 890

Stewart, Alan K. Williams, Martha E.

**International Information Transfer and SDI.**

Illinois Inst. of Tech., Chicago.

Pub Date 72

Note—8p.; (0 References)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Information Centers, Information Dissemination, \*Information Services, Information Utilization, International Programs

Identifiers—Information Transfer, SDI, \*Selective Dissemination of Information

A summary is presented of data gathered for a survey of information center services in the form of statistics for a hypothetical typical information center. The extent of information transfer on national and international levels among the responding centers is discussed. (Author)

ED 070 442 LI 003 893

**Report on Information Retrieval and Library Automation Studies.**

Alberta Univ., Edmonton. Dept. of Computing Science.

Spons Agency—National Research Council of Canada, Ottawa (Ontario).

Pub Date 1 Jul 72

Note—19p.; (34 References)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Abstracts, Automatic Indexing, Classification, Computer Science, Doctoral Theses, Information Processing, \*Information Retrieval, Information Storage, \*Library Automation, Masters Theses, Publications

Short abstracts of works in progress or completed in the Department of Computing Science at the University of Alberta are presented under five major headings. The five categories are: Storage and search techniques for document data bases, Automatic classification, Study of indexing and classification languages through computer manipulation of data bases, Library automation, and Information transfer processes and national networks. Faculty and student names and document titles are provided. (SJ)

ED 070 443 LI 003 995

**Long Range Program Library Development in Alaska 1972-1977.**

Alaska Advisory Council for Libraries, Juneau.; Alaska State Dept. of Education, Juneau. Div. of State Libraries.

Pub Date 72

Note—56p.; (25 References)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Evaluation, \*Library Planning, \*Library Programs, \*Library Services, \*Objectives, State Libraries, \*State Programs

Identifiers—Alaska, Library Services and Construction Act, LSCA, \*State Plans

Organization of library development in Alaska will follow the Public Administration Services recommendation of three regions with community outlets and centers, a resource center and a research library in each region. A Regional Coordinator as a member of the State Library staff is needed in each region to work with all the communities and libraries. It is expected that there will be phases of development in each region each year through grants and coordination of existing resources. This five-year program is not specific in all phases; information is still to be gathered for some needs assessment, current programs must be evaluated more carefully, and priorities must be examined by each region and each library. Expected outcomes of the first five years of the Long Range Program, 1972-1977, include efficient sharing of library resources, improved materials collections, access to basic and continuing education for library personnel, better facilities, and service systems and programs which are designed to encompass total library service. (Other State Plans are: LI003985 through LI003993 and LI003996 through LI004004.) (Author/NH)

ED 070 444 LI 003 996

**A Long Range Program for Library Development in Vermont.**

Vermont Dept. of Libraries, Montpelier.

Pub Date Jun 72

Note—67p.; (0 References)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Evaluation, \*Library Planning, \*Library Programs, \*Library Services, \*Objectives, State Libraries, \*State Programs

Identifiers—Library Services and Construction Act, LSCA, \*State Plans, Vermont

Since the Department of Libraries, by Vermont statute, is concerned almost exclusively with the public libraries of the State, this long-range plan will reflect that responsibility. Allusion is made to school, academic and special libraries and, within the context of cooperative projects, they will be directly involved. Thus, this document is a long-range program for library development in Vermont with an emphasis on public libraries. The objectives outlined in the program are the steps felt to be necessary if library service is to be advanced to the level of excellence where it belongs. These objectives are a direct result of the examination of present library services measured against present and projected needs. Preliminary data about Vermont: its geographic and political make-up, its demographic profile and its library resources are included. (Other State Plans are: LI003985 through LI003993, LI003995, and LI003997 through LI004004.) (Author/NH)

ED 070 445 LI 003 997

**West Virginia Library Commission Long-Range State Program.**

West Virginia Library Commission, Charleston.

Pub Date Jun 72

Note—155p.; (0 References)

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Evaluation, \*Library Planning, \*Library Programs, \*Library Services, \*Objectives, State Libraries, \*State Programs

Identifiers—Library Services and Construction Act, LSCA, \*State Plans, West Virginia

More than 400,000 of West Virginia's population are without library service of any kind. The rest, with a few exceptions, have negligible to minimal library services and facilities. Appendix B of this report delineates county by county the actual extent of library service accessible to the populace. A study of the economic conditions in each county further indicates that in certain areas there can be no anticipation of local support for even the most basic of library services; i.e., books and a place to shelve them. The only alternative is to provide service either from a regional center, the Library Commission, or continue to let these "worked out" areas remain unserved. Thus the State Agency must be the vanguard to develop new and imaginative programs to move existing libraries forward, and at the same time, go back to the basics of providing the deprived communities, at the least, with books and facilities for use. This plan promulgates realistically achievable standards of service; enumerates goals to be attained; presents a design for the implementation of same; and establishes schedules towards realization of the State goals. (Other State Plans are: LI003985 through LI003993, LI003995, LI003996, and LI003998 through LI004004.) (Author/NH)

ED 070 446 LI 003 998

**Long-Range Program for the State of Washington Under the Library Services and Construction Act (Public Law 91-600).**

Washington State Library, Olympia.

Pub Date Jun 72

Note—70p.; (28 References)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Evaluation, \*Library Planning, \*Library Programs, \*Library Services, \*Objectives, State Libraries, \*State Programs

Identifiers—Library Services and Construction Act, LSCA, \*State Plans, Washington State

The state of Washington has traditionally involved as many members of the library community as possible in the development of long-range planning for library services. The work of the Washington Library Association, along with the surveys and activities of other groups and individuals during the past 40 years, is documented in Section I of this report. History and Library Planning and Development. The evaluation of this plan has followed the tradition of broad involvement. During the past year the Washington State Advisory Council on Libraries has conducted a comprehensive study of library services in Washington. Its report and recommendations were widely discussed with the profession, and the goals, objectives, and activities listed in Section II are the direct result of that study. Section III describes the current facilities and services of-

ferred to the people of Washington by their system of public, school, academic, and special libraries and the availability of various statewide resources. (Other State Plans are: LI003985 through LI003993, LI003995 through LI003997 and LI003999 through LI004004.) (Author/NH)

ED 070 447 LI 003 999

**Wyoming State Library Proposed Five Year Plan.**

Wyoming State Library, Cheyenne.

Pub Date Mar 71

Note—8p.; (0 References)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Evaluation, \*Library Planning, \*Library Programs, \*Library Services, \*Objectives, State Libraries, \*State Programs

Identifiers—Library Services and Construction Act, LSCA, \*State Plans, Wyoming

Presented in outline form Wyoming's proposed long-range plan includes the following areas of concern: (1) continuation of present services to county libraries; (2) extension of services (to those not served, or served inadequately); (3) improvement of library service (increasing ability to provide service); (4) library training and demonstration (provided to librarians, trustees, county commissioners, and general public); (5) surveys, research and evaluation; (6) strengthening the state library; (7) legislative proposals; and (8) additional plan requirements. (Other State Plans are: LI003985 through LI003993, LI003995 through LI003998, and LI004000 through LI004004.) (Author/NH)

ED 070 448 LI 004 000

**Five Year Long-Range Program for Library Services.**

Rhode Island Dept. of State Library Services, Providence.

Pub Date 72

Note—107p.; (0 References)

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Evaluation, \*Library Planning, \*Library Programs, \*Library Services, \*Objectives, State Libraries, \*State Programs

Identifiers—Library Services and Construction Act, LSCA, Rhode Island, \*State Plans

The 468 libraries in Rhode Island (public, academic, school, and special) are all seeking to give optimum access to information to their users. The chief new component of the Five-Year Program presented is the development of ways to reach those who are not now library users at the same time that services to the current patrons are improved and strengthened. This particularly refers to those who have not sought out libraries because they have lacked advantages in a variety of ways. The program calls for a continuance and strengthening of the five interrelated Library Systems and the statewide library networks already established. The new efforts delineated in this five-year program are: (1) selective acquisition, (2) special services to pre-school children, (3) a statewide network of services to the homebound, (4) library services for economic advancement, (5) libraries as a focus of continuing education and (6) the training of para-professionals for work in libraries. (Other State Plans are: LI003985 through LI003993, LI003995 through LI003999, and LI004001 through LI004004.) (Author/NH)

ED 070 449 LI 004 001

**Toward Total Library Service: An Action Program for Library Development in Maryland.**

Maryland State Dept. of Education, Baltimore. Div. of Library Development and Services.

Pub Date 72

Note—79p.; (12 References)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Evaluation, \*Library Planning, \*Library Programs, \*Library Services, \*Objectives, State Libraries, \*State Programs

Identifiers—Library Services and Construction Act, LSCA, Maryland, \*State Plans

The purpose of this State plan is to provide a focus for the continued development of library services in Maryland. It presents an overview of the present situation and a plan of action that will implement the recommendations of recent studies, reports, legislation, and discussions by many individuals, committees, and other groups. It indicates in general terms other areas that need attention. The plan also emphasizes activities which begin to provide a means for more pertinent data to be acquired and analyzed so that a continued and sustained planning and evaluation process



can result. While school and public library plans are covered at length this document does not include the development of college and university library services except as they relate to the inter-library loan network. One specific objective for 1973 is directed toward the initiation of the planning process by local public library systems. Activities planned under other specific objectives include the collection and analysis of data as a basis for further planning. (Other State Plans are: LI003985 through LI003993, LI003995 through LI004000, and LI004002 through LI004004.) (Author/NH)

**ED 070 450** LI 004 002  
**The Long-Range Plan for the Development of Library Service for the Citizens of Iowa.**

Iowa State Traveling Library, Des Moines.  
Pub Date May 72

Note—72p. (5 References)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Evaluation, \*Library Planning, \*Library Programs, \*Library Services, \*Objectives, State Libraries, \*State Programs  
Identifiers—Iowa, Library Services and Construction Act, LSCA, \*State Plans

The plan for the development of library service for the citizens of Iowa is designed to indicate directions for the development of public library service in the State of Iowa and to define areas of interaction between all types of libraries in the state. It delineates the informational needs of various groups of Iowa citizens within the limits of available knowledge concerning these needs. It lists objectives of services that would meet the needs, and suggests some of the implementation steps necessary to realize these objectives within the limits of available resources and those that might reasonably be made available by taxing authorities. It describes new legal and organizational structures that are required to meet the changing needs and conditions of the residents of Iowa. It defines the role and function of public, school, and academic libraries in meeting the multiple and varied informational requirements of all Iowa citizens. It suggests methods and procedures for evaluating the progress of the plan and the activities that it generates including opportunity for feedback from the library user. (Other State Plans are: LI003985 through LI003993, LI003995 through LI004001, LI004003 and LI004004.) (Author/NH)

**ED 070 451** LI 004 003

**Planning for Statewide Library Development.**

Delaware State Dept. of Community Affairs and Economic Development, Dover. Div. of Libraries.

Pub Date 72

Note—325p. (0 References)

**EDRS Price MF-\$0.65 HC-\$13.16**

Descriptors—Evaluation, \*Library Planning, \*Library Programs, \*Library Services, \*Objectives, State Libraries, \*State Programs  
Identifiers—Delaware, Library Services and Construction Act, LSCA, \*State Plans

Delaware's long-range planning through fiscal year 1977 is presented in this document. It is a culmination of six months intensive study with significant regard to input from other libraries and library-related agencies, covering the needs of libraries within the State. The purpose of the program is to outline a process of planned action which will optimally achieve desirable changes among Delaware's total library community. An outline of the preparation process is included as attachment 1. Attachment 2 contains an inventory of sources of available planning data; e.g., political and geographical constraints, demography of the planning and programming area, time frame for program preparation, time frame for program review and renewal, task groups, etc. A timetable of periodic review of the long-range program, as a plan of action, is established. Forces impacting upon this proposed timetable are considered and charted in attachment 3. (Other State Plans are: LI003985 through LI003993, LI003995 through LI004002 and LI004004.) (Author/NH)

**ED 070 452** LI 004 004  
**Long Range Program, Library Services and Construction Act; California State Library Fiscal 1973-77.**

California State Library, Sacramento.

Pub Date 72

Note—94p. (45 References)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Evaluation, \*Library Planning, \*Library Programs, \*Library Services, \*Objectives, State Libraries, \*State Programs  
Identifiers—California, Library Services and Construction Act, LSCA, \*State Plans

The long-range program presented in this document outlines the present status of statewide library development in California and identifies needs and resources as a background for future statewide library development. It relates the forecast requirements for the next five years with the future of library service. The program sets forth the goals and objectives for the development of library service in California and presents alternative programs for achieving those goals and objectives. This document also provides for evaluation of library service in California on a continuous basis. (Other State Plans are: LI003985 through LI003993 and LI003995 through LI004003.) (Author/NH)

**ED 070 453** LI 004 005  
**Stevenson, Grace Thomas**

**Library Services Across the Border: Idaho - Oregon - Washington. A Study.**

Washington State Library, Olympia.

Pub Date Oct 69

Note—50p. (27 References)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Interstate Programs, \*Library Cooperation, \*Library Networks, \*Library Services, Library Surveys, Public Libraries  
Identifiers—Idaho, Oregon, Washington

In 1965 Idaho, Oregon, and Washington enacted the Interstate Library Compact, based on the Interstate Compact Law approved by the United States Congress for uniform application to all the states. The Compact authorizes the establishment of interstate library districts which include the territory of the one or more states signatory to the contract. As a logical part of the library development taking place in the three states, and in recognition of existing patterns of library use, the state libraries agreed to co-sponsor a study of the present level of library service across their respective borders. The purpose of this report is to examine the present level of library services along the state borders, evaluate the reciprocal services which exist, determine how library services might be improved in the border areas, and recommend cooperative interstate action to effect improvement. (Author/SJ)

**ED 070 454** LI 004 006

**Dwyer, Charles L.**

**An Embarrassment of Riches: Consideration of Special Library Materials in the Smaller Library.**

Texas A and M Univ., College Station. Library.

Pub Date 72

Note—9p. (0 References); A Texas A&M University Library Lecture, Presented December 20, 1971

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Archives, Library Acquisition, Library Collections, \*Library Materials, \*Library Material Selection, University Libraries

The very rich variety of truly rare and desirable materials held by the Sam Houston State University library is quite frequently a literal embarrassment because so often there is no time, money, space or skilled personnel necessary to develop them adequately. The problem lies, in part, in the indiscriminate acceptance of too varied materials. (Author/SJ)

**ED 070 455** LI 004 007  
**Hammer, Carl**

**Information Technology - Its Impact on Decision-Making.**

Sperry Rand Corp., Washington, D. C. UNIVAC Div.

Pub Date 26 Dec 72

Note—10p. (0 References); Paper presented at the AAAS Annual Meeting, Washington, D.C., 26 December 1972

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Computers, Computer Science, \*Decision Making, Electronic Data Processing, Information Science, \*Technological Advancement

Electronic systems of the future are bound to be larger, faster, and more reliable. They will furnish management with uninterrupted services in a real-time mode for practically all applications. In short, they will provide computing power

as a utility company of today provides electric power. But the most spectacular advance is likely to be the introduction of millions of terminals into offices and even homes, allowing most jobs to be done when and where they need doing. Thus, electronic systems will eventually take on practically all the tasks of rote and drudgery which nature and society now impose upon us. In the end, electronic systems will not only benefit our managers but all of mankind by allowing society to make human use of human beings. (Author)

**ED 070 456** LI 004 008  
**1972 Directory of Library Resources for the Blind and Physically Handicapped. Second Revised Edition.**

Library of Congress, Washington, D. C. Div. for the Blind and Physically Handicapped.

Pub Date 72

Note—27p. (0 References)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Blind, Directories, Library Circulation, Library Collections, \*Library Cooperation, Library Services, \*Physically Handicapped, Regional Libraries, \*Special Libraries

Identifiers—\*Library of Congress

Residents of the United States, its territories and possessions, and American citizens temporarily living abroad who are unable to read or use ordinary print because of physical limitations are eligible for free library service provided by the Library of Congress and a system of cooperating regional libraries. The Library of Congress Division for the Blind and Physically Handicapped provides books and magazines in braille and on records and tape (talking books) to regional libraries which distribute these materials through the mail, postage free, to readers in their areas. Machine lending agencies distribute and service specially designed phonographs (talking book machines) and cassette tape players. This Second Revised Edition of the Directory reports statistics for fiscal year 1971 and lists the regional cooperating libraries by state. The address, telephone number, hours of operation, head librarian, number of readers served, description of the collection and circulation statistics are provided for each library. (The 1970 Directory is available as ED066171.) (Author/SJ)

**ED 070 457** LI 004 009  
**Van De Voorde, Ronald A.**

**Basic Record Repertoire for Small Libraries.**

Arizona Univ., Tucson. Bureau of Educational Research and Service.

Pub Date Sep 70

Note—26p. (7 References)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Bibliographies, \*Library Collections, \*Phonograph Records

Included in this bibliography are symphonic works, opera, chamber music and solo works. It is intended to be a selected list of classical recorded music for a basic library collection. The emphasis is on well-known music that library patrons are likely to request, or on less familiar music that music lovers should find enjoyable. The bibliography is arranged alphabetically by composer with one particular recording recommended for each entry. (SJ)

**ED 070 458** LI 004 010

**Woodbury, Marda**

**Rationale and Schedule for a Classification System for Education and Education-Related Materials.**

Far West Lab. for Educational Research and Development, Berkeley, Calif.

Pub Date Jul 72

Note—13p. (0 References)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Classification, \*Education, \*Instructional Materials, \*Library Materials, \*Research

Identifiers—Dewey Decimal Classification, Educational Resources Information Center, ERIC, Library of Congress Classification

There is a need for a universal classification system for a library largely of education and education-related materials that is logical, concise, flexible, mnemonic and easy to use, as well as consistent with the educational theories, issues, and practices of today. The FWL (Far West Laboratory) Library Classification System is designed to meet these criteria. For instance, a letter classification is used because it is more

concise (26 letters vs. 10 digits) which allows related materials to be more adequately classified in (sometimes) an easily remembered combination. Since logic is important, it is not sacrificed to mnemonic considerations. A letter system also allows more room for expansion and flexibility. In general single letters are devoted to categories basic to education and educational research (for instance; C—the child, E—education, and K—curriculum). These categories are grouped both logically and mnemonically and sub-divided largely mnemonically when this method is not too illogical. (Author/NH)

**ED 070 459** LI 004 011  
Hammer, Donald P., Comp. Lelvis, Gary C., Comp.

**Indiana Seminar on Information Networks (ISIN), Proceedings (October 26-28, 1971).**

Indiana State Library, Indianapolis.; Purdue Univ., Lafayette, Ind. University Libraries.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—97p.; (9 References)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Information Networks, \*Librarians, Library Automation, Library Cooperation, \*Library Networks, On Line Systems, Seminars, Telephone Communication Systems  
Identifiers—\*Indiana

The Indiana Seminar on Information Networks (ISIN) was the result of the realization that many Indiana librarians were not fully aware of the benefits of library networking and were not really using the Indiana TWX network to its fullest advantage. In addition, it was felt that the statewide TWX arrangement and its available services needed more publicity in the state than it had received in the past. A far more important consideration was that a seminar on networking would increase the knowledge of Indiana librarians and would broaden their perspective of the subject, thereby expediting the cooperative efforts so badly needed all over the state. The following topics were discussed: (1) Introduction to Networks; (2) Library of Congress MARC & RECON; (3) NELINET (New England Information Network); (4) An On-line Interlibrary Circulation and Bibliographic Searching Demonstration; (5) Ohio College Library Center; (6) User Response to the FACTS Network; (7) Indiana TWX Network Discussion—Operational Aspects; (8) Indiana TWX Network Discussion—Financial and Organizational Aspects; and (9) How Does the Network Serve the Researcher? (Author/SJ)

**ED 070 460** LI 004 012  
**Library and Program Information Services. A HUD Handbook.**

Department of Housing and Urban Development, Washington, D.C.

Pub Date Sep 71

Note—28p.; (0 References)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Cataloging, \*Government Libraries, Information Dissemination, \*Information Services, Library Acquisition, Library Collections, Library Facilities, Library Reference Services, \*Library Services

Identifiers—\*Department of Housing and Urban Development, HUD, Selective Dissemination of Information

This Handbook explains the services and policies of the Library and Information Division. Since October 1957, the Public Housing Administration, the Federal Housing Administration and the Office of the Administrator Libraries were consolidated into one Library. The Program Information Center was added, additional Regional Office libraries were created (making 10 in all), and library collections put in 39 Area Offices. This Handbook delineates the responsibilities and the role of the HUD Library and Information Division in relationship to HUD employees and users outside of HUD. It is meant primarily for HUD Washington and field staff, but also for local public agencies, other government bodies, public interest and consumer groups, libraries, information centers, the business and academic communities, organizations and the general public. This Handbook supersedes and cancels the previous issuance, Library Service. (Author)

**ED 070 461**

Treu, Siegfried

**A Computer Terminal Network for Transparent Stimulation of the User of an On-Line Retrieval System.**

National Bureau of Standards (DOC), Washington, D.C. Center for Computer Sciences and Technology.

Report No.—NBS-TN-732

Pub Date Jul 72

Note—39p.; (22 References)

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (SD Catalog No. C13.46:732; HC \$4.5) & NTIS, Springfield, Va. 22151. (NBS Tech. Note 732; MF \$9.5)

**Document Not Available from EDRS.**

Descriptors—\*Human Engineering, \*Information Retrieval, \*Man Machine Systems, \*On Line Systems

Identifiers—\*Computer Terminal Network, Transparent Stimulation

A computer terminal network to enable "transparent stimulation" of the user of an on-line retrieval system has been designed, implemented, and pilot tested. Its basic purpose is to provide a suitable and effective framework and methodology for experimental identification/validation of those human characteristics which should be recognized/reinforced in man-computer interface design. The rationale behind the transparent stimulation approach is presented and the methodology employed for such real-time, unobtrusive scanning and manipulation of the man-computer dialogue is described. A general overview of the hardware and software features of the implemented stimulation network is included. (Author)

**ED 070 462**

Altmann, Berthold

**Automated SDI Services. (Selective Dissemination of Information).**

Harry Diamond Labs., Washington, D.C.

Report No.—HDL-TM-71-41

Pub Date Jan 72

Note—16p.; (7 References)

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-739 909, MF \$9.5, HC \$3.00)

**Document Not Available from EDRS.**

Descriptors—\*Automation, Documentation, \*Electronic Data Processing, \*Information Retrieval, \*Information Services, Magnetic Tapes

Identifiers—SDI, \*Selective Dissemination of Information

An automated SDI service based on tapes supplied by DDC, Science Abstracts, and Engineering Index is evaluated as a component element of the entire HDL information system. Current studies for improving the efficiency are briefly described,—in particular, the establishment of a parameter reference service that should shorten the lead-time for the introduction of advanced components and devices into electronic circuits. For its operation, principles established for the ABC storage and retrieval system will be applied. (Author)

**ED 070 463**

Beale, Joel A., Comp.

**Information for Inmates, Series # 1; A Bibliography of Fundamental Rights.**

Special Libraries Association. Minnesota Chapter.

Pub Date 72

Note—10p.; (34 References)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Annotated Bibliographies, Bibliographies, \*Information Needs, \*Institution Libraries, \*Library Materials, \*Prisoners

Identifiers—\*Prison Libraries

All of the books cited in this brief bibliography are annotated. Included are books on such subjects as: censorship, the moral and legal rights of prisoners, and basic human and civil rights. Some, if not all, of these books should be part of every prison library collection. (NH)

**ED 070 464**

Jones, Robert E.

**A Proposed Classification Schedule for a Curriculum Materials Collection.**

Central Washington State Coll., Ellensburg.

Pub Date Dec 71

Note—80p.; (26 References); Master of Education, Central Washington State College

**EDRS Price MF-\$0.65 HC-\$3.29**

LI 004 013

Descriptors—\*Classification, Curriculum, \*Educational Resources, Information Needs, Information Storage, \*Instructional Materials, Library Collections, Masters Theses, \*Organization  
Accessibility to the content of a curriculum materials collection is primarily determined by the simplicity of the classification scheme used to organize the materials in the collection. The classification system utilized to organize such a collection should structure and arrange materials in such a fashion that the patrons can serve themselves with ease. In order to provide the patron with maximum independence and freedom when dealing with the materials in question, it is necessary to provide both open shelving, thereby allowing browsing, and a properly constructed card catalog that affords a more direct means of access to the materials in the collection. This paper presents a classification schedule which may be utilized to organize the printed materials found in a curriculum laboratory. The schedule is designed to provide the user with maximum ease of access to the materials contained in the collection and relieves the curriculum librarian of many of the clerical routines common to the processing of new materials. The summary includes general recommendations for the application of the schedule and suggestions relating to the organization and administration of the entire collection of printed curriculum materials. (Author/NH)

**ED 070 465**

Cole, John Y.

**LC in the 19th Century; An Informal Account.**

Library of Congress Professional Association, Washington, D. C.

Pub Date 72

Note—15p.; (0 References)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Chronicles, \*Government Libraries, History, National Libraries

Identifiers—\*Library of Congress

A brief historical account of the Library of Congress from its establishment in 1800 up to the development of a new classification scheme in the early 1900's is presented. A chronology of major events from 1800 to 1907 is included. (SJ)

**ED 070 466**

Schneider, John H.

**Cancer Therapy (Preclinical and Clinical): A Decimal Classification, (Categories 51.1, 51.2, and 51.3).**

National Cancer Inst. (NIH), Bethesda, Md.

Report No.—NCI-STIO-7201

Pub Date 24 Apr 72

Note—57p.; (0 References)

Available from—National Technical Information Service, Springfield, Va., 22151. (PB-210 023, MF \$9.5, HC \$3.00)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Classification, Information Dissemination, \*Information Retrieval, \*Information Storage, \*Medical Research, \*Organization

Identifiers—\*Cancer, Decimal Classification

This hierarchical decimal classification of information related to cancer therapy in humans and animals (preceded by a few general categories) is a working draft of categories taken from an extensive classification of biomedical information. Because the classification identifies very small areas of cancer information, it can be used for precise matching of cancer researchers with useful documents or data in information systems, and for detailed analysis of large cancer research programs. The use of this classification in an automated information system has been described in the following reference: J. H. Schneider, "Selective Dissemination and Indexing of Scientific Information," "Science" 173, 300-308, 1971. This paper describes the use of these classifications for precise matching of 103 cancer research scientists against a data base of 1,396 articles published in 12 leading cancer research journals. (ED 025 270 and LI 004 019-LI 004 020 are related documents.) (Author)

**ED 070 467**

Schneider, John H.

**Cancer Etiology and Selected Aspects of Cancer Pathology: A Decimal Classification, (Categories 51.4 and 51.5).**

National Cancer Inst. (NIH), Bethesda, Md.

Report No.—NCI-STIO-7202

Pub Date 24 Apr 72

Note—65p.; (0 References)

LI 004 019

Available from—National Technical Information Service, Springfield, Va., 22151. (PB-210 175; MF \$95, HC \$3.00)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Classification, \*Information Retrieval, \*Information Storage, \*Medical Research, \*Organization

Identifiers—\*Cancer, Decimal Classification

This is a hierarchical decimal classification of information related to various types of carcinogenesis (Chemical, viral, hormonal, radiation), cancer demography, and selected descriptive and "in vitro" aspects of cancer pathology. It is a working draft of categories taken from an extensive classification of many fields of biomedical information. Because the classification identifies very small areas of cancer information, it can be used for precise matching of cancer researchers with useful documents or data in information systems, and for detailed analysis of large cancer research programs. (Related Documents are: ED 025 270 and LI 004 018 and LI 004 020.) (Author)

**ED 070 468**

LI 004 020

Schneider, John H.

**Cancer Biochemistry and Host-Tumor Interactions: A Decimal Classification, (Categories 51.6, 51.7, and 51.8).**

National Cancer Inst. (NIH), Bethesda, Md.

Report No.—NCI-ST10-7203

Pub Date 24 Apr 72

Note—29p.; (0 References)

Available from—National Technical Information Service, Springfield, Va., 22151. (PB-210 024; MF \$95, HC \$3.00)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Classification, Information Dissemination, \*Information Retrieval, \*Information Storage, \*Medical Research, \*Organization

Identifiers—\*Cancer, Decimal Classification

This is a hierarchical decimal classification of information related to cancer biochemistry, to host-tumor interactions (including cancer immunology), and to occurrence of cancer in special types of animals and plants. It is a working draft of categories taken from an extensive classification of many fields of biomedical information. Because the classification identifies very small areas of cancer information, it can be used for precise matching of cancer researchers with useful documents or data in information systems, and for detailed analysis of large cancer research programs. (ED 025 270 and LI 004 018-LI 004 019 are related documents.) (Author)

**ED 070 469**

LI 004 021

Corrick, Annabelle L.

**The Relationship Between Psychological Development, Quality Reading, and Library Service: An Exploratory, Statistical Study.**

Kansas State Teachers Coll., Emporia. Graduate Library School.

Pub Date 72

Note—71p.; (32 References)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Attitudes, College Libraries, \*Library Services, \*Mental Development, \*Reading Level

The researcher believed that the value of library service could best be measured by its ability to contribute to psychological development via quality reading. Questionnaires were administered to 34 college students, ranging from freshmen to graduate students. The students were tested to determine each individual's level of psychological development, quality reading level, and attitude towards library service. Correlation coefficients were computed to indicate positive or negative relationships between these factors. Resulting indicate position as negative relationships between these factors. Resulting statistics revealed a positive relationship between psychological development and quality reading; a positive relationship between quality reading and library service; a positive relationship between psycho-reading level and library service; a negative relationship between psychological development and library service. (Author)

**ED 070 470**

LI 004 022

McGrath, William E. Simon, Donald J.

**LNR: Numerical Register of Books in Louisiana Libraries: Basic Documents, I.**

Louisiana Library Association, Baton Rouge.

Spons Agency—Louisiana State Library, Baton Rouge.

Pub Date Dec 72

Note—55p.; (4 References)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Books, Computer Output Microfilm, Computers, Libraries, \*Library Collections, Microfiche, \*Union Catalogs

Identifiers—\*Louisiana

This collection of documents contains the following: (1) Proposal to Implement a Plan to Create a Retrospective Union of Books Based on Library of Congress Card Numbers in Selected Louisiana Libraries Using a Computer to Sort and Print the numbers; (2) Proposal to Create a Retrospective Union Catalog of Books in Participating Louisiana Libraries Based on Library of Congress Card Numbers Using the Computer to Sort and List the Numbers in Printed Form; (3) A One Million Volume Computer Output Microfiche Numerical Union Catalog in Louisiana, with a Statistical Summary; and, (4) Predicting Title Multiplication (Overlap) in a Union Catalog of Sixteen Louisiana Libraries Using Regression Analysis. (Related materials are available as LI 004 023.) (SJ)

**ED 070 471**

LI 004 023

McGrath, William E. Simon, Donald J.

**LNR: Numerical Register of Books in Louisiana Libraries: Basic Documents, II.**

Louisiana Library Association, Baton Rouge.

Spons Agency—Louisiana State Library, Baton Rouge.

Pub Date Dec 72

Note—67p.; (1 Reference)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Books, Computers, Flow Charts, \*Information Processing, Information Systems, Libraries, \*Library Collections

Identifiers—\*Louisiana

This collection of documents contains the following: (1) A Least Squares Polynomial Exponential Model for the Multiplication of Books in Sixteen Libraries; (2) Sample Letter of Agreement; (3) Instructions for Key punching LC Numbers; (4) Estimated Times for Key punching and Processing Data by Computer; (5) LNR Source Program Listings and Documentation; (6) System Flow Charts; Sample Output; and (7) LNR: Numerical Register of Books in Louisiana Libraries. First Computer Output Microfiche Edition. (Related materials are available as LI 004 022.) (SJ)

**ED 070 472**

LI 004 024

Webster, Duane E.

**Library Policies: Analysis, Formulation and Use in Academic Institutions. (Occasional Papers 2).**

Association of Research Libraries, Washington, D. C. Office of Univ. Library Management Studies.

Pub Date Nov 72

Note—45p.; (4 References)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Administrative Policy, Libraries, \*Management, Organization, \*Policy Formation, \*University Libraries

Identifiers—\*Policy Analysis

This paper examines the topic of policy analysis and draws upon the recently developed Association of Research Libraries (ARL) Management Review and Analysis Program which is a guide to conducting a self-study of an academic library's management and organization. The program was designed by the Management Studies Office and is presently being tested and refined prior to making it generally available. The purpose of the Management Review and Analysis Program is to analyze the success of the library's present approaches to several management topics, such as the formulation and use of library policies. This occasional paper goes beyond this assessment process and proposes a system for improving the use of management policies in large academic libraries. Its intent is to propose an approach to the formulation and use of academic library policies, and to demonstrate their importance for academic library management. (Author/SJ)

**ED 070 473**

LI 004 025

**The Universal Copyright Convention, as Revised at Paris on July 24, 1971, Together With Two Related Protocols; Hearing Before the Committee on Foreign Relations, Executive G...**

Congress of the U. S., Washington, D. C. Senate Committee on Foreign Affairs.

Pub Date 2 Aug 72

Note—162p.; (0 References)

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Copyrights, \*International Organizations, \*International Programs, \*Laws

Identifiers—\*Universal Copyright Convention

The basic purpose behind the Paris Convention was to satisfy the practical needs of developing countries for ready access to educational, scientific, and technical works, without weakening the structure and scope of copyright protection offered by developed countries under both the Universal Copyright Convention and the Berne Convention. This document contains testimony by seven witnesses and six prepared statements to the Senate Foreign Relations Committee. (A related document is ED 060 869.) (NH/SJ)

**ED 070 474**

LI 004 026

**The Opinion of Mr. Justice Douglas in the Case of Robert Gottschalk, Acting Commissioner of Patents, vs. Gary R. Benson and Arthur C. Tabbot, Delivered in the Supreme Court of the United States on November 20, 1972.**

Supreme Court of the U. S., Washington, D.C.

Pub Date 20 Nov 72

Note—12p.; (6 References)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Computer Programs, Digital Computers, \*Patents, Supreme Court Litigation

Respondents filed in the Patent Office an application for an invention which was described as being related to the processing of data by program and more particularly to the programmed conversion of numerical information in general purpose digital computers. The patent sought is on a method of programming a general purpose digital computer to convert signals from binary coded decimal form into pure binary form. The claims were not limited to any particular art or technology, apparatus or machinery, or end use. They purported to cover any use of the claimed method in a general purpose digital computer. The question is whether the method described and claimed is a process within the meaning of the Patent Act. The Court recognized that if such programs are to be patentable, considerable problems are raised which only committees of Congress can manage with their broad powers of investigation. (Author/SJ)

**ED 070 475**

LI 004 027

**Library Services and Construction Act, Five-Year Plan for Statewide Library Development in Maine.**

Maine State Library, Augusta.

Pub Date Sep 72

Note—103p.; (7 References)

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Evaluation, \*Library Planning, \*Library Programs, \*Library Services, \*Objectives, State Libraries, \*State Programs

Identifiers—Library Services and Construction Act, LSCA, Maine, \*State Plans

A task force to study library services in Maine composed of six library representatives and 15 lay persons representing various groups was formed in 1969. The five year program presented here was prepared to meet the requirements of the Library Services and Construction Act. The task force made the following recommendations: (1) coordinate planning at all levels for all types of libraries, (2) develop communication links, (3) have a statewide reciprocal borrower's card, (4) develop bibliographic tools for all libraries, (5) facilitate interlibrary loans, (6) strengthen the administrative and professional staffs of the State Library, (7) improve facilities, (8) strengthen personnel, (9) develop school media collections with a statewide supervisor, (10) strengthen academic libraries and services to special groups, (11) initiate a statewide public relations program, and (12) plan for state funding to include built-in incentives for local and institutional funding and for meeting library standards. The overall goal is the development and coordination of the services and resources of all library/media centers to achieve equal access to library resources for all the citizens of Maine. (Other State Plans are: LI003985-003993, LI003995 through 004004, LI 004028-004035, and LI004038-004046.) (SJ)

**ED 070 476**

LI 004 028

**Meeting the Challenge: Illinois State Library's Long-Range Program for Library Development in Illinois, 1972-77.**

Illinois State Library, Springfield.

Pub Date 72

Note—41p.; (20 References)

**EDRS Price MF-\$0.65 HC-\$3.29**



Descriptors—Evaluation, \*Library Planning, \*Library Programs, \*Library Services, \*Objectives, State Libraries, \*State Programs  
Identifiers—Illinois, Library Services and Construction Act, LSCA, \*State Plans

The long-range program for Illinois libraries was developed in accordance with the requirements of the Library Services and Construction Act. The plan sets forth the long-range goal "the assured provision of excellent library service for all the residents of the state so that the need for cultural, educational, informational and recreational resources can be met, and the governmental and economic development of the state can be fostered." The short-term objectives designed to reach this goal, and the programs to meet the objectives are described. The need for such programs and the methods of accomplishing and evaluating programs are briefly discussed. The programs, objectives, and the goals are set against the background of the library condition in the state as it exists now. As objectives are met and as programs are carried out, the background will naturally change and new ones will be developed. (Other State Plans are: LI003985-003993, LI003995-004004, LI004027, LI004029-004035, and LI004038-004046.) (Author/SJ)

**ED 070 477** LI 004 029  
**Comprehensive Long-Range Program for Library Services in Wisconsin.**

Wisconsin State Dept. of Public Instruction, Madison, Div. of Library Services.  
Pub Date 72

Note—54p.;(27 References)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Evaluation, \*Library Planning, \*Library Programs, \*Library Services, \*Objectives, State Libraries, \*State Programs  
Identifiers—Library Services and Construction Act, LSCA, \*State Plans, Wisconsin

The main areas of concern in this long-range development program to meet the requirements of the Library Services and Construction Act are the following: public library development and facilities, public library services for the disadvantaged, library services for the blind, physically handicapped and institutionalized persons, inter-type library cooperation, and strengthening metropolitan public libraries and the State Library Administrative Agency. High priority was assigned to project applications which: (1) more rapidly develop public library systems, (2) enable these systems to experiment with programs that serve population groups with special needs, (3) expand leadership capabilities in state institutional library services, and (4) further develop educational and training opportunities for librarians. Special consideration was given to programs serving areas with a high proportion of disadvantaged residents. (Other State Plans are: LI003985-003993, LI003995-004004, LI004027-004028, LI004030 through 004035, and LI004038-004046.) (SJ)

**ED 070 478** LI 004 030  
**North Dakota State Plan for Long-Range Library Development.**

North Dakota State Library Commission, Bismarck.

Pub Date Aug 72

Note—67p.;(1 Reference)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Evaluation, \*Library Planning, \*Library Programs, \*Library Services, \*Objectives, State Libraries, \*State Programs  
Identifiers—Library Services and Construction Act, LSCA, North Dakota, \*State Plans

Programs for North Dakota's long-range library development have been planned which will provide for meeting the assessed needs of the state's population insofar as funds permit, and insofar as it is possible to satisfy these needs through the provision of public library service. The assessment of needs of student clientele and the development of programs to satisfy these needs by state supported academic libraries is the responsibility of each college and university and the State Board of Higher Education, and of school libraries by each local school district and the State Department of Public Instruction. The State Library's role is to provide supplementary resources and services and to coordinate the various library programs and projects insofar as possible. The programs set forth in this plan are: State Institutional Library Service; Library Service to the Physically Handicapped; Library Ser-

vice to the State Government; Library Service to the Disadvantaged; Statewide Library Service, Planning, Research, Education; Library Service to Special Groups of Persons; Incentive grants for the establishment and improvement of public library services; Grants-in-aid for improved library service; Interlibrary cooperation; and Construction of public library facilities. (A related document is ED043 355.) (Other State Plans are: LI003985-003993, LI003995-004004, LI004027-004029, LI004031-004035, and LI004038-004046.) (Author/SJ)

**ED 070 479** LI 004 031  
**Minnesota Long Range Plan for Library Service, 1972.**

Minnesota State Dept. of Education, St. Paul, Library Div.

Pub Date 72

Note—29p.;(37 References)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Evaluation, \*Library Planning, \*Library Programs, \*Library Services, \*Objectives, State Libraries, \*State Programs  
Identifiers—Library Services and Construction Act, LSCA, Minnesota, \*State Plans

The purposes of this document which is the 1972 version of the long-range plan for library development are: to identify the broad goals of library service; to delineate specific objectives which will be involved in reaching those goals; to assess the existing situation with regard to both objectives and goals; to determine what procedures, projects and programs should be implemented; to assess the effectiveness of such steps; and, to propose evaluation techniques. The following areas are reported upon in this context: reorganizing the State Library Agency; networking; public library development; state aid to public libraries; service to ethnic minorities, the disadvantaged, the blind, the physically handicapped, the homebound, isolated, aged, and institutionalized persons; public/school library relationships; school libraries; academic libraries; public relations; and, library education. (Other State Plans are: LI003985-003993, LI003995-004004, LI004027-004030, LI004032-004035, and LI004038 through 004046.) (SJ)

**ED 070 480** LI 004 032  
**Long-Range Plan for Library Development.**

Missouri State Library, Jefferson City.

Pub Date 72

Note—33p.;(0 References)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Evaluation, \*Library Planning, \*Library Programs, \*Library Services, \*Objectives, State Libraries, \*State Programs  
Identifiers—Library Services and Construction Act, LSCA, Missouri, \*State Plans

The ultimate goal of this long-range development plan is that as many Missourians as possible be enabled to have available that kind of library service which will assist them to be a part of fundamental human processes. To achieve this goal, focus, in order of priority, is upon the following programs: (1) library service to the blind, physically handicapped, and institutionalized persons; (2) maintenance of existing personnel and positions; (3) improvement of the State Library; (4) personnel development; (5) service to the urban and rural disadvantaged; (6) metropolitan libraries; (7) statewide programs and experiments; and (8) local experiments; demonstrations and projects. (Other State Plans are: LI003985-003993, LI003995-004004, LI004027 through 004031, LI004033-004035, and LI004038-004046.) (Author/SJ)

**ED 070 481** LI 004 033  
**Utah's Long Range Plan for Library Service.**

Utah State Library Commission, Salt Lake City.

Pub Date 1 Jul 72

Note—13p.;(0 References)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Evaluation, \*Library Planning, \*Library Programs, \*Library Services, \*Objectives, State Libraries, \*State Programs  
Identifiers—Library Services and Construction Act, LSCA, \*State Plans, Utah

The plan for the development of library service for the people of Utah is designed to indicate directions for public library service and to define areas of interaction between all types of libraries in and out of the state. It defines the needs of various groups and areas of the state. It lists goals and objectives to help meet these needs and sug-

gests tasks to implement the realization of the stated goals and objectives. This plan will be a guide to the Utah State Library Commission in expenditure of funds. It is not designed as a complete and final work on library development in the state, but is intended to be continuously evaluated and revised in response to changing conditions and additional data. (Other State Plans are: LI003985 through 003993, LI003995 through 004004, LI004027 through 004032, LI004034, LI004035, and LI004038 through 004046.) (Author/NH)

**ED 070 482** LI 004 034  
**Alabama Public Library Service Long-Range Program.**

Alabama Public Library Service, Montgomery.

Pub Date May 72

Note—92p.;(0 References)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Evaluation, \*Library Planning, \*Library Programs, \*Library Services, \*Objectives, State Libraries, \*State Programs  
Identifiers—Alabama, Library Services and Construction Act, LSCA, \*State Plans

During the past decade great progress has been made in Alabama to provide library service to the people. However, in order to move forward the State must take stock of where it is in terms of library resources and services and plan for future growth. The purposes of this Long-Range Program are to establish, extend and improve libraries in areas without such service or where service is inadequate; assist with public library construction; provide special service to the blind, physically handicapped, disadvantaged persons and the institutionalized; to strengthen the State Agency and promote interlibrary cooperation. This Long-Range Program is not intended to be a static program but a dynamic one which responds to the changing conditions within the State. (Other State Plans are: LI003985 through 003993, LI003995 through 004004, LI004027 through 004033, LI004035, and LI004038 through 004046.) (Author/NH)

**ED 070 483** LI 004 035  
**Long-Range Program for Library Development in Mississippi.**

Mississippi Library Commission, Jackson.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D. C.

Pub Date Jun 72

Note—188p.;(14 References)

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Evaluation, \*Library Planning, \*Library Programs, \*Library Services, \*Objectives, State Libraries, \*State Programs  
Identifiers—Library Services and Construction Act, LSCA, Mississippi, \*State Plans

The long range program proposed in this document is intended to provide the necessary framework for assuring that funds received through the Library Services and Construction Act will be used for assistance in: (1) the establishment, extension, and improvement of public library services in the areas of the state which are without such services or in which such services are inadequate; (2) the construction of public libraries; (3) the establishment, extension, and improvement of such other state library services as library services for physically handicapped, institutionalized, and disadvantaged persons; (4) strengthening the state agency; and (5) promoting interlibrary cooperation among all types of libraries. Chapter VI presents a broad scope of the planning accomplished thus far. Chapters VII, VIII, and IX reinforce what was stated in Chapter VI. Following the outline of goals and objectives are significant targets listed according to the year in which the targets should be achieved. (Other State Plans are: LI003985 through 003993, LI003995 through 004004, LI004027 through 004034, and LI004038 through 004046.) (Author/NH)

**ED 070 484** LI 004 036  
**Catalog of Selected Documents on the Disadvantaged, Number and Author Index.**

Educational Resources Information Center, DIR, Spons Agency—Office of Education (DHEW), Washington, D. C.

Report No.—OE-37001

Pub Date 66

Note—133p.;(1740 References)

Available from—Formerly available from U.S. Government Printing Office (FS.5.237: 37001, \$0.65)

**EDRS Price MF-\$0.65 HC-\$6.58**

**Descriptors**—Bibliographic Citations, Catalogs, Culturally Disadvantaged, \*Disadvantaged Groups, Economically Disadvantaged, Educationally Disadvantaged, \*Educational Programs, Information Dissemination, Information Retrieval, Socially Disadvantaged  
**Identifiers**—\*Educational Resources Information Center, ERIC, ERIC Clearinghouse on the Disadvantaged, ERIC IRCD

In April 1965 the Educational Research (now Resources) Information Center (ERIC) was delegated the responsibility of improving the availability of educational information, especially information about the disadvantaged. The purpose was to assist local education agencies to develop and implement their own programs for the disadvantaged and for all students. Documents related to educational programs for the disadvantaged were obtained, and a total of 1,740 were selected for classification and dissemination. Demonstration packets of these documents on microfiche were distributed to the 50 state departments of education and selected large and medium-sized city school systems. These documents on the disadvantaged are the first 1,740 ED references in the ERIC system. This volume is a sequential listing of the documents by ED number with full bibliographic citations. It contains an alphabetical listing of personal authors for each document, together with the document number. A companion document contains a coordinate Subject Index in which appropriate documents have been identified under index terms generated from the 1,740 documents and is available as LI004037. (Author/SJ)

**ED 070 485** LI 004 037  
**Catalog of Selected Documents on the Disadvantaged: Subject Index.**

Educational Resources Information Center, DIR, Spans Agency—Office of Education (DHEW), Washington, D.C.  
Report No.—OE-37002

Pub Date 66

Note—261p.;(0 References)

Available from—Formerly available from U.S. Government Printing Office (\$3.00)

**EDRS Price MF-\$0.65 HC-\$9.87**

**Descriptors**—Coordinate Indexes, Culturally Disadvantaged, \*Disadvantaged Groups, Economically Disadvantaged, Educationally Disadvantaged, \*Educational Programs, Information Dissemination, Information Retrieval, Socially Disadvantaged, Subject Index Terms

**Identifiers**—\*Educational Resources Information Center, ERIC, ERIC Clearinghouse on the Disadvantaged, ERIC IRCD

In April 1965 the Educational Research (now Resources) Information Center (ERIC) was delegated the responsibility of improving the availability of educational information, especially information about the disadvantaged. The purpose was to assist local education agencies to develop and implement their own programs for the disadvantaged and for all students. Documents related to educational programs for the disadvantaged were obtained, and a total of 1,740 were selected for classification and dissemination. Demonstration packets of these documents on microfiche were distributed to the 50 state departments of education and selected large and medium-sized city school systems. These documents on the disadvantaged are the first 1,740 ED references in the ERIC system. This volume is a coordinate index for those 1,740 documents with ED citations grouped under the appropriate descriptor terms which are alphabetically arranged. (This coordinate capability is lost in microfiche format, and is best achieved in hard-copy by cutting the pages down the middle.) The companion number and author index is available as LI004036. (Author/SJ)

**ED 070 486** LI 004 038  
**The Long Range Plan of the Michigan Department of Education for Library Services Throughout the State.**

Michigan State Dept. of Education, Lansing. Bureau of Library Services.  
Pub Date 1 Jun 72

Note—38p.;(1 Reference)

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—Evaluation, \*Library Planning, \*Library Programs, \*Library Services, \*Objectives, State Libraries, \*State Programs  
**Identifiers**—Library Services and Construction Act, LSCA, Michigan, \*State Plans

The State Library Program for future services to the citizens of Michigan includes: (1) a discussion of premises on which the plan is based; (2) the plan with its goals, objectives, and implementation strategies; (3) a description of the existing delivery system within the State Library; (4) a discussion of the evaluation procedures to measure library services and programs; and (5) an appendix of data, survey, charts, and publications which reinforces, supports, and/or more fully illustrates the plan. Structurally, the plan orients itself around four broad goals. Under each goal, numerous objectives are delineated to insure complete coverage in every possible area, and implementation strategies are listed which, when implemented, will successfully achieve the appropriate objectives and broad goals. (Other State Plans are LI003985 through 003993, LI003995 through 004004, LI004027 through 004035 and LI004039 through 004046.) (Author/NH)

**ED 070 487** LI 004 039  
**South Carolina State Program for Library Development 1972-1977.**

South Carolina State Library, Columbia.

Pub Date 72

Note—157p.;(28 References)

**EDRS Price MF-\$0.65 HC-\$6.58**

**Descriptors**—Evaluation, \*Library Planning, \*Library Programs, \*Library Services, \*Objectives, State Libraries, \*State Programs  
**Identifiers**—Library Services and Construction Act, LSCA, South Carolina, \*State Plans

The state program for library development for South Carolina is divided into the following six chapters: (1) Libraries and South Carolina, 1972 in which the role of the State Library, South Carolina's library resources, the library public, and South Carolina as a library service area are discussed; (2) Planning for South Carolina Library Development which discusses authority and responsibility, previous library planning in South Carolina, financial support and economic constraints and criteria for measurement and evaluation; (3) Goals, objectives, and Priorities which covers establishing goals, objectives and priorities, and South Carolina's library goals and objectives; (4) Resources Required for the Task discusses public libraries and institutional libraries; (5) Implementation of the Program contains the time frame; and (6) Evaluation and Revision. (Other State Plans are LI003985 through 003993, LI003995 through 004004, LI004027 through 004035, LI004038 and LI004040 through 004046.) (Author/NH)

**ED 070 488** LI 004 040  
**Five-Year Program for Public Library Development with LSCA Funds 1973-1977.**

New Jersey State Library, Trenton. Library Development Bureau.

Pub Date May 72

Note—103p.;(4 References)

**EDRS Price MF-\$0.65 HC-\$6.58**

**Descriptors**—Evaluation, \*Library Planning, \*Library Programs, \*Library Services, \*Objectives, State Libraries, \*State Programs  
**Identifiers**—Library Services and Construction Act, LSCA, New Jersey, \*State Plans

The New Jersey program for public library development has been formulated to: (1) provide a viable, flexible plan for the expenditure of Federal funds under the Library Services and Construction Act; (2) identify goals and objectives for the development of statewide library services; (3) identify priorities and establish criteria for implementation of annual programs; (4) provide a framework for decision-making about annual programs to be initiated under the LSCA program; and (5) plan for the incorporation of planning and evaluation as a continuing process throughout the implementation of the plan. (Other State Plans are: LI003985 through 003993, LI003995 through 004004, LI004027 through 004035, LI004038, 004039, and LI004041 through 004046.) (Author/NH)

**ED 070 489** LI 004 041  
**Long Range Program for the Development of Library Services in Connecticut.**  
Connecticut State Library, Hartford. Div. of Library Development.

Pub Date 72

Note—98p.;(0 References)

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—Evaluation, \*Library Planning, \*Library Programs, \*Library Services, \*Objectives, State Libraries, \*State Programs  
**Identifiers**—Connecticut, Library Services and Construction Act, LSCA, \*State Plans

The Connecticut long range program presents the status of statewide library development and cooperation in Connecticut and identifies needs and resources as the basis for future library development. Secondly, the long range program sets forth the goals and objectives for the development of library services in Connecticut and in places presents various and alternative programs for achieving these goals and objectives. Thirdly, this long range program provides for evaluation in the implementation and evaluation of the program on a continuing basis. Annual revisions will be incorporated as part of the Annual Program for each fiscal year. (Other State Plans are: LI003985 through 003993, LI003995 through 004004, LI004027 through 004035, LI004038 through 004040, and LI004042 through 004046.) (Author/NH)

**ED 070 490** LI 004 042  
**Indiana Library Service: Five-Year Program for Expenditure of LSCA Funds.**

Indiana State Library, Indianapolis.

Pub Date 15 May 72

Note—40p.;(24 References)

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors**—Evaluation, \*Library Planning, \*Library Programs, \*Library Services, \*Objectives, State Libraries, \*State Programs  
**Identifiers**—Indiana, Library Services and Construction Act, LSCA, \*State Plans

Findings contained in the "Indiana Library Studies," (Available as: ED 044131-044145 and ED 046472-046474), have been used as background material for development of the Library Services and Construction Act Five-Year Program. Three major development areas are called for: (1) strengthening the Indiana State Library; (2) designation of resource centers within the state; (3) establishment of no more than fourteen and no less than eight Area Library Services Authorities (two Areas may join to form one ALSA), whose membership includes all types of libraries. The Area Library Services Authorities follow the pattern established by Executive Order designated fourteen socioeconomic regions in Indiana. (Other State Plans are: LI003985 through 003993, LI003995 through 004004, LI004027 through LI004035, LI004038 through LI004041, and LI004043 through LI004046.) (Author/NH)

**ED 070 491** LI 004 043  
**Florida Long-Range Program for Library Service: An LSCA Five-Year Long-Range Program with a Sixth-Year Extension.**

Florida Dept. of State, Tallahassee. Div. of Library Services.

Pub Date 72

Note—161p.;(19 References)

**EDRS Price MF-\$0.65 HC-\$6.58**

**Descriptors**—Evaluation, \*Library Planning, \*Library Programs, \*Library Services, \*Objectives, State Libraries, \*State Programs  
**Identifiers**—Florida, Library Services and Construction Act, LSCA, \*State Plans

The Florida Long-Range Program is divided into four parts: a general part and a part for each of the three titles of the Library Services and Construction Act. Objectives have been stated to achieve the goal and subgoals of library service for Florida. A hierarchy of objectives has been created by stating long-range objectives, those which are probably not going to be achieved in the near future due to the condition of library service today; intermediate objectives, those objectives (more specific) designed to help achieve the level of service which will make long-range objectives attainable, hopefully to be achieved at the end of the six-year period. The most specific objectives are immediate objectives, designed to lead to the level of the intermediate objective. Immediate objectives should be achieved in an initial two-year phase of this plan. (Other State Plans are: LI003985 through 003993, LI003995 through 004004, LI004027 through 004035, LI004038 through 004042, and LI004044 through 004046.) (Author/NH)

**ED 070 492**

LI 004 044

**Clear Purpose--Complete Commitment; A Long-Range Program to Provide Louisianians with Library and Information Services Adequate to Their Needs, 1973-1977.**

Louisiana State Library, Baton Rouge.

Pub Date 72.

Note--72p.;(16 References)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors--Evaluation, \*Library Planning, \*Library Programs, \*Library Services, \*Objectives, State Libraries, \*State Programs

Identifiers--Library Services and Construction Act, Louisiana, LSCA, \*State Plans

The goals set forth in the State Plan for Louisiana are: (1) to enhance the usefulness and effectiveness of library personnel at every level of service; (2) to provide the public with enriched library materials and to assure more productive use of those materials by all feasible cooperative means; (3) to develop programs that will provide meaningful library service to the urban and rural disadvantaged and to racial minorities with special needs; (4) to reach more effectively and completely with library and information services the blind and physically handicapped of Louisiana; (5) to continue to support, broaden, and strengthen the total rehabilitation program of the health and correctional institutions of the state by providing and extending library service; (6) to improve library service to Louisianians through more adequate state funding for all types of libraries; (7) to provide the physical facilities necessary to develop improved library and information services for all segments of the population; and (8) to assure more effective library service through study and evaluation on a regular, frequent schedule and to devise ways to make useful the findings of such studies. (Other State Plans are: LI003985-003993, LI003995-004004, LI004027-004035, LI004038-004043, and LI004045 and 004046.) (Author/NH)

**ED 070 493**

LI 004 045

**Information Unlimited; North Carolina's Long-Range Program for Library Service.**

North Carolina State Library, Raleigh.

Pub Date Jun 72.

Note--63p.;(11 References)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors--Evaluation, \*Library Planning, \*Library Programs, \*Library Services, \*Objectives, State Libraries, \*State Programs

Identifiers--Library Services and Construction Act, LSCA, North Carolina, \*State Plans

All of the goals, objectives and programs outlined for North Carolina are interrelated. In each of them, special attention is given to such Federal priorities as service to low-income families; strengthening the Office of State Library administrative agency; serving the physically handicapped and blind; the institutionalized (especially correctional); promoting interlibrary cooperation and the Right-to-Read; service to the aging; adult education; environmental and drug abuse education; early childhood education; service to migrants; and, model cities area projects. Continuous planning will change some proposed programs from time to time and even alter objectives but the broad goals will probably remain until they are reached. (Other State Plans are: LI003985 through 003993, LI003995 through 004004, LI004027 through 004035, LI004038 through 004044, and LI004046.) (Author/NH)

**ED 070 494**

LI 004 046

**People...Serving People; A 1977 Long-Range User Program for Nebraska Libraries.**

Nebraska Library Commission, Lincoln; Nebraska State Advisory Council on Libraries, Lincoln.

Pub Date 72.

Note--98p.;(8 References); Library Know Series (Nebraska) No. 5

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors--Evaluation, \*Library Planning, \*Library Programs, \*Library Services, \*Objectives, State Libraries, \*State Programs

Identifiers--Library Services and Construction Act, LSCA, Nebraska, \*State Plans

In order to design an effective long-range program for human beings, a planner must face the realization that: (1) library users are the only valid sources for evaluating services; (2) empathy for those whom the library intends to serve must be the primary concern; and (3) stated criteria for evaluating library service must be in measurable terms. "Planning to Plan," (LI004047) has served as a starting point for the Nebraska long-range program that is being developed. The current statewide regional and local service concepts are being continued for at least the first year of the five-year period to allow for a realistic evaluation. The long-range program goal for Nebraska libraries is to provide total individual library service for each Nebraskan. This will be accomplished by making services and resources of all libraries available to each individual. (Other State Plans are: LI003985 through 003993, LI003995 through 004004, LI004027 through 004035, and LI004038 through 004045.) (Author/NH)

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**ED 070 495**

LI 004 047

**Kemper, Robert Eugene**

**Planning to Plan; A Search for a 1977 General Plan for Nebraska Libraries.**

Nebraska Library Commission, Lincoln; Nebraska State Advisory Council on Libraries, Lincoln.

Pub Date 72.

Note--95p.;(0 References); Nebraska Library Commission Library "Know Series" No. 2

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors--\*Library Planning, \*Library Programs, \*Library Services, State Libraries, \*State Programs

Identifiers--\*Nebraska

This is a summary of the planning process which will be followed in pursuit of the "1977 General Plan," (LI004046). It is designed to guide the activities which give growth and direction to Nebraska libraries during at least the next five years. The summary of the Nebraska Five Year Long Range Planning Process represents the best thinking of a number of Nebraska residents who are assisted by the Nebraska Library Commission's professional planning staff. (Author/NH)

**ED 070 496**

LI 004 051

**Reference Tools and Services: Introduction to Reference Works and Bibliographic Tools--Serials.**

System Development Corp., Santa Monica, Calif. Research and Development Div.

Spons Agency--Office of Education (DHEW), Washington, D.C.; Office of the Chief of Engineers (Army), Washington, D.C.

Pub Date [69]

Contract--OEC-1-7-071214-5116

Note--118p.;(0 References); On-The-Job Training of Library Personnel

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors--Bibliographic Citations, Instructional Materials, \*Library Education, \*Library Reference Services, \*Library Technicians, Manuals, \*On the Job Training, \*Reference Materials, Workbooks

The first three units of this twelve unit combination workbook and instruction manual which is designed for non-professional library personnel presents an introduction to basic reference works and with bibliographic tools. The first unit which introduces reference tools, discusses what reference work includes and the how to use such reference tools as: directories, dictionaries, encyclopedias and handbooks, bibliographic tools, and catalogs, and indexing and abstracting services. Each of these tools is more fully discussed in the subsequent units of this instructional manual. The two units on bibliographic tools gives instructions on the use of three reference books to answer questions that arise when it is necessary to go outside the library to fill a request for a serial. The three are: "Ulrich's International Periodicals Directory," "Union List of Serials," and "New Serial Titles." "Union List Excerpts" to be used with the bibliographic tools units is also included. (Other Units are: LI004052 through 004055. This instructional package is discussed in ED032085.) (Author/NH)

**ED 070 497**

LI 004 052

**Reference Tools and Services: General Technical Encyclopedias and Engineering Handbooks.**

System Development Corp., Santa Monica, Calif. Research and Development Div.

Spons Agency--Office of Education (DHEW), Washington, D.C.; Office of the Chief of Engineers (Army), Washington, D.C.

Pub Date [69]

Contract--OEC-1-7-071214-5116

Note--124p.;(0 References); On-The-Job Training of Library Personnel

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors--Encyclopedias, Engineering, Instructional Materials, \*Library Education, \*Library Reference Services, \*Library Technicians, Manuals, \*On the Job Training, \*Reference Materials, Workbooks

The reference tools discussed in these two units of the instructional package (other units are: LI004051 and LI004053 through 004055) are: General Technical Encyclopedias and Engineering Handbooks. The unit concerned with encyclopedias summarizes the basic features of a good encyclopedia and gives some general procedures which are helpful in establishing familiarity with a new encyclopedia. The unit on engineering handbooks looks at two specialized sources of engineering information: (1) "Standard Handbook for Mechanical Engineers," and (2) "Handbook of the Engineering Sciences." The use of both of these reference tools is discussed at length. (ED 032 085 discusses this instructional package.) (Author/NH)

**ED 070 498**

LI 004 053

**Reference Tools and Services: Introduction to the Use of Commercial, Organization and Biographical Directories.**

System Development Corp., Santa Monica, Calif. Research and Development Div.

Spons Agency--Office of Education (DHEW), Washington, D.C.; Office of the Chief of Engineers (Army), Washington, D.C.

Pub Date [69]

Contract--OEC-1-7-071214-5116

Note--152p.;(0 References); On-The-Job Training of Library Personnel

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors--Directories, Instructional Materials, \*Library Education, \*Library Reference Services, \*Library Technicians, Manuals, \*On the Job Training, \*Reference Materials, Workbooks

The three units of the instructional package included here discuss the use of: commercial directories, organization directories, and biographical directories. The specific commercial directories discussed are: "Poor's Register," "Sweet's File," and "Thomas Register of American Manufacturers." The "Research Centers Directory," and its supplement "New Research Centers," are the organization directories covered in the second unit. The unit on biographical directories categorizes biographical sources into three groups: (1) universal, which include notable persons of all times and all places; (2) retrospective, which are limited to notable persons now dead; and (3) current, which answer a wide range of questions on living persons. (Other units of this instructional package are: LI004051-004052 and LI004054-004055, the instructional package is discussed in ED032085.) (Author/NH)

**ED 070 499**

LI 004 054

**Reference Tools and Services: Introduction to Serials and Reports Indexing and Abstracting Services.**

System Development Corp., Santa Monica, Calif. Research and Development Div.

Spons Agency--Office of Education (DHEW), Washington, D.C.; Office of the Chief of Engineers (Army), Washington, D.C.

Pub Date [69]

Contract--OEC-1-7-071214-5116

Note--64p.;(0 References); On-The-Job Training of Library Personnel

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors--Abstracts, Indexes (Locators), Instructional Materials, \*Library Education, \*Library Reference Services, \*Library Technicians, Manuals, \*On the Job Training, Periodicals, \*Reference Materials, Reports, Workbooks

The two units of the instructional package included in this document are: Introduction to Serials Indexing and Abstracting Services and Introduction to Reports Indexing and Abstracting Services. The unit on serials is limited to periodicals. It discusses the factors to be considered when choosing an abstracting and indexing service to use for specific purposes. The reports indexing and abstracting services unit discusses the three main kinds of jobs that require knowledge of the technical report literature and its tools. It then looks at the Clearinghouse for Federal Scientific and Technical Information (now called the National Technical Information Service) in some detail. (Other units of this instructional package are: LI004051-004053 and LI004055.)



The instructional package is discussed in ED032085.) (Author/NH)

**ED 070 500** LI 004 055

**Instruction in Transliterating Russian to English.** System Development Corp., Santa Monica, Calif. Research and Development Div.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Office of the Chief of Engineers (Army), Washington, D.C.

Pub Date [69]

Contract—OEC-1-7-071214-5116

Note—37p.;(0 References); On-The-Job Training of Library Personnel

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Instructional Materials, \*Library Technicians, Manuals, \*On the Job Training, \*Reference Materials, \*Russian, \*Translation, Workbooks

Identifiers—\*Transliteration

The Russian transliteration package provides the equivalent of six units of this instructional package, but it is presented as a continuous sequence that requires a total of three to four hours of a trainee's time. It is presented in the form of a programmed text. (Other units of the instructional package are: LI004051-004054. The package is discussed in ED032085.) (Author/NH)

**ED 070 501** LI 004 056

**Duran, Daniel Flores, Comp. Vencemos Con Libros Y La Lengua.**

Richmond Public Library, Calif.

Pub Date Oct 69

Note—9p.;(120 References)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Bibliographies, Foreign Language Books, Foreign Language Periodicals, \*Latin American Culture, \*Library Collections, \*Library Materials, \*Mexican Americans, Phonograph Records, Public Libraries, Spanish, \*Spanish Speaking

The city of Richmond, California has many residents who read and speak only Spanish, and many other Chicanos and Latin Americans who are interested in their heritage. The Service Center Branch of the public library has a collection of books, magazines, and records in Spanish and in English on the problems, history and culture of these people. This document is a list of the library's holdings. The Spanish-language material is grouped by type, listing the title and author. The English-language material is divided into books on North America and South America, with the title and author given. This entire document is written in Spanish. (SJ)

**ED 070 502** LI 004 057

**Wilson, Lucy, Comp.**

**Africa Speaks: Fiction, Drama, Poetry Etc.**

Richmond Public Library, Calif.

Pub Date Nov 69

Note—13p.;(85 References)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*African Culture, \*African Literature, Annotated Bibliographies, \*Library Collections, \*Library Materials, Phonograph Records, Public Libraries

Those of us who communicate only in English are limited in full exposure to African literary expression. While most creative expression by black Africans is oral, much has also been written in languages foreign to those of us oriented only to English. In the following list, therefore, any efforts to be exhaustive are controlled by the inaccessibility of materials in English, and by economy of time and space. The hope is to stimulate interest in enjoyable reading of materials written by black Africans by suggesting some of the works currently available in the Afro-American collection of the Service Center Branch of the Richmond, California Public Library. This annotated bibliography is divided into fiction, drama, poetry, anthologies, autobiographies, criticism, and phonograph records. The country of origin is denoted for most entries. (Author/SJ)

**ED 070 503** LI 004 058

**Wellisch, Hans (Hanan)**

**A Survey of Indexing and Abstracting Services for Water Resources Engineering.**

Maryland Univ., College Park. School of Library and Information Services.

Spons Agency—Department of the Interior, Washington, D.C. Office of Water Resources Research.

Pub Date 72

Note—100p.;(21 References)

Available from—National Technical Information Service, Springfield, Va., 22151 (PB-211 913; PC \$4.85; HC \$0.95)

**Document Not Available from EDRS.**

Descriptors—\*Abstracting, \*Engineering, \*Indexing, Information Retrieval, \*Information Services, Information Storage, Surveys, \*Water Resources

This report provides a complete and up-to-date review of the abstracting and indexing services available in water resources engineering. Between 1955 and 1970 the number of services in this field increased from about 20 to 40. This exponential growth or doubling every 15 years suggests that by 1985 there will be 80 abstracting services in existence. Abstracting and indexing services were evaluated from all over the world to find out whether the existing services are adequate in number, quality and coverage. In view of the increasing tendency to retrieve information from secondary literature tools with the help of machines, the criteria of standardization of data elements and of compatibility of products were investigated also. Some conclusions and recommendations are given with the aim to assist editors of abstracting services to enhance the value of their publications through the introduction of useful features which are found in some but not all services, and the elimination of certain shortcomings. (TW)

**ED 070 504** LI 004 059

**Glantz, Richard S.**

**Design of an On-Line Query Language for Full Text Patent Search.**

Mitre Corp., McLean, Va.

Spons Agency—Patent Office (DOC), Washington, D.C.

Report No.—USPO-M72-97

Pub Date 28 Sep 72

Note—82p.;(4 References)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Computers, \*Information Retrieval, Information Storage, Information Systems, On Line Systems, \*Patents, \*Programming Languages, \*Search Strategies

The design of an English-like query language and an interactive computer environment for searching the full text of the U.S. patent collection are discussed. Special attention is paid to achieving a transparent user interface, to providing extremely broad search capabilities (including nested substitution classes, Kleene star events, and domain restrictions) and to specifying the query language by means of a formal grammar and an associated parsing mechanism which particularly facilitates error detection and reporting. A description of an initial working prototype system on the IBM 360/370 is also included. (Author)

**ED 070 505** LI 004 060

**Kaungamno, Ezekiel E.**

**A National Plan for the Development of Library Services.**

Tanganyika Library Service (Tanzania).

Pub Date Sep 72

Note—25p.;(9 References); Submitted to the 5th Bi-Annual Conference of the East African Library Assoc. (Univ. of Nairobi, Sep. 24-30, 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*African Culture, Books, Branch Libraries, \*Developing Nations, Foreign Countries, Librarians, Library Cooperation, \*Library Planning, \*Library Services, Library Technicians, Public Libraries, Publishing Industry, School Libraries, Special Libraries, Training

Identifiers—\*Tanganyika

The five essential features of any good library plan are objectives, inputs, process, outputs, and evaluation. In developing countries, the following factors affect, and should be considered, in the formulation of library plans: illiteracy, lack of educational facilities, no common language, insufficient funds, and geographical features and the population distribution. The library services of Tanganyika are discussed, with these features and factors in mind, under the following headings: urban, rural and postal library service; box (collections of books) exchange; school libraries; special library development; Library Services Board Committees (including staff and training, and committees for public, school, special and branch libraries); the Development Programme; cooperation and coordination; manpower planning; recruitment and training of librarians and library

assistants; and, the problems of book production. (Other documents on libraries in Tanganyika are available as: ED053749, ED054829 and ED054831.) (SJ)

**ED 070 506** LI 004 061

**Kehr, James E.**

**INTREX Buffer-Controller Display System Operation and Software.**

Massachusetts Inst. of Tech., Cambridge. Electronic Systems Lab.

Spons Agency—Council on Library Resources, Inc., Washington, D.C.; National Science Foundation, Washington, D.C.

Report No.—ESL-R-487

Pub Date Sep 72

Note—203p.;(0 References)

**EDRS Price MF-\$0.65 HC-\$9.87**

Descriptors—\*Computer Programs, Computers, \*Information Retrieval, Information Storage, Information Systems, \*On Line Systems

Identifiers—Computer Software, \*Project Intrex

Intrex is an experimental bibliographic and full text storage and retrieval system which has advanced the concept of the on-line interactive search of a computer stored bibliographic data base and the on-line access to a microfiche document storage. The Intrex system includes a set of computer programs designed for information retrieval, a computer stored data base upon which the retrieval programs act, a microfiche document storage and retrieval system and an assortment of special hardware devices designed to assist the user in his information search. One of the special devices developed for the user is the Intrex Display System which includes a Buffer-Controller incorporating a Varian 620i general purpose computer and a number of remote display terminals. This report deals with the software developed for the Buffer-Controller computer. (Other documents on Project Intrex are available as ED043348, 047739, 053772, 056732, 057829, 060899 and 066207.) (Author/SJ)

## PS

**ED 070 507** PS 006 180

**Stevenson, Harold W.**

**Trends in Child Care Legislation from the Perspective of the National Research Council Advisory Committee on Child Development.**

Michigan Univ., Ann Arbor. Dept. of Psychology.

Pub Date Oct 72

Note—22p.; Paper presented at the Annual Convention of the American Psychological Association, (80th Honolulu, Hawaii, September 2, 1972); Report No. 15

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Child Care, \*Child Development, Developmental Guidance, \*Developmental Psychology, Early Childhood, \*Legislation, \*Trend Analysis

A speech concerning legislation regarding child care is presented. Focus is on (1) legislation that currently is under consideration and its relation to earlier bills, (2) innovations in activities of the Office of Child Development for Fiscal 1973, and (3) ways in which developmental psychologists could play a more central and productive role in activities related to early childhood. (CK)

**ED 070 508** PS 006 181

**Golden, Mark**

**Social Class Differences in the Ability of Two-Year Old Children to Use Verbal Information to Facilitate Learning.**

Pub Date [71]

Note—12p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Caucasians, Comparative Analysis, \*Males, Nonverbal Learning, \*Preschool Children, \*Socioeconomic Status, Task Performance, \*Verbal Learning

Two-year old white boys from Low and High social class (SES) groups were presented with identical learning tasks under nonverbal and verbal conditions. Under the nonverbal condition there were no SES differences, but under the verbal condition the High SES group significantly improved their performance, and were superior to the Low SES group. (Author)

ED 070 509 PS 006 182

Condry, John

**The Rights of Children: Responsibility and Freedom.**

Pub Date 28 Apr 72

Note—9p.; Paper presented at the annual meeting of the Eastern Psychological Association (43rd, Boston, Massachusetts, April 28, 1972); F-2870

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Behavior Patterns, Behavior Theories, \*Child Development, Children, \*Child Responsibility, \*Environmental Influences, Family Life, Feedback, Infants, Models, Objectives, \*Responsibility, Theories

A discussion on the rights of children both within the legal structure of society and in the family are discussed. The position is taken that children have the right to be responsible for their own actions, the right to internalize control over their own behavior. It is also contended that under the conditions of freedom, choice, and contingent feedback from the environment, children develop the capacity to set goals for themselves and to take appropriate actions in pursuit of these goals. This is the essence of voluntary responsible behavior. It is pointed out that the roots of responsibility run all the way back to the beginning of life. Three theories of behavior exist: (1) the psychodynamist, i.e., man is driven by instinct, inborn and immutable; (2) Behaviorism, which views man as a passive processor of information; and (3) the view that man is an active, manipulating, conscious organism, who is, under the proper circumstances, capable of structuring the world, comprehending it, and of controlling his own actions and intentions. Responsibility is described as a pattern of behavior which starts early in life with the free exploration of the environment. It is finally pointed out that to insure the rights of children to develop and grow to the peak of their potential, it is necessary to understand and enhance the conditions which facilitate this growth. (CK)

ED 070 510 PS 006 183

Turner, Morris

**Where's Herbie? A Sickle Cell Anemia Story and Coloring Book.**

National Institutes of Health (DHEW), Bethesda, Md.; Office of Child Development (DHEW), Washington, D.C.

Report No.—DHEW-OCD-72-59

Pub Date 72

Note—19p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1791-0177, \$0.30)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Children, \*Health Education, \*Health Guides, \*Heredity, \*Negroes

Identifiers—\*Sickle Cell Anemia

An illustrated book describing sickle cell anemia, its symptoms, effects, and causes is presented. (CK)

ED 070 511 PS 006 197

**Family Day Care West: A Working Conference.**

Pacific Oaks Coll., Pasadena, Calif.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date Jul 72

Note—169p.; Conference of the Community Family Day Care Project of Pacific Oaks College (Pasadena, California, Feb. 18-19, 1972)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Certification, Community Programs, Comparative Analysis, \*Conferences, Day Care Programs, \*Day Care Services, Intervention, Mothers, Referral, Research, \*Surveys, \*Working Women, \*Workshops

An attempt is made to condense data on family day care, i.e., a form of supplemental child care that takes place in the home of a nonrelative. An overview is presented of the kinds of studies that have been done and how they fit into the larger picture of what remains to be done before we can claim to have a body of knowledge to guide us in this area. The available research is classified into four general groups: (1) surveys of the extent of family day care among other types of child care arrangements of working mothers and surveys of the need for day care resources of different types, (2) research on the effects of maternal employment, separation and deprivation, and compensatory programs on family and child development, (3) field studies of the family day care arrange-

ment as a social system, of consumer and caregiver attitudes, behaviors, and life circumstances; and observational studies of family day care as a child rearing environment; and (4) demonstrations of intervention programs and support systems for family day care, with special reference to the Day Care Neighbor Service (Portland), the Community Family Day Care Project (Pasadena), information and referral programs, licensing, and agency supervised family day care. (Author/CK)

ED 070 512 PS 006 198

Howe, Ann C.

**The Heman Street Preschool 1971-72: Report.**

Syracuse Univ., N.Y. Reading and Language Arts Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.

Pub Date 72

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Curriculum Design, Data Collection, Graduate Students, Language Development, \*Learning Experience, Preschool Children, \*Preschool Programs, Staff Utilization, Teacher Aides, Test Results, \*Tests

The purposes of the second year of the Heman Street Preschool remained the same as they had been in the previous year: to provide experiences for preschool children which would increase their chances for later success in school and to serve as a training site where graduate students might learn to work effectively with preschool children and with other teachers and aides. The bases for curriculum decisions and the overall operating procedures remained essentially as they were the previous year. On the basis of the experience of the first year and in response to changed conditions a number of modifications were made in staffing pattern, curriculum, and daily operation. There were 50 children in the school. All but one lived in the area served by the Heman Street Elementary School. Data has been collected supporting the following statements: (1) The children enrolled in the Preschool have shown a small but consistent gain in Peabody Picture Vocabulary Test scores between pretest (administered in the fall) and posttest (administered in the late spring); (2) Low-scoring children gain more than others, the effect being greater than that to be expected from regression effects; and (3) Greater gains were shown by children receiving instruction as described in the Peabody Language Development Kit than by those receiving instruction in the Distar Language I Program. (For related document, see ED 057 917.) (Author/CK)

ED 070 513 PS 006 199

Zach, Lillian Price, Michelle

**The Teacher's Part in Sex Role Reinforcement.**

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Expectation, Hypothesis Testing, Individual Characteristics, Interaction, Literature Reviews, \*Reinforcement, Research Needs, \*Role Perception, Role Playing, \*Sex Differences, Student Opinion, Teacher Attitudes, Teacher Behavior, \*Teacher Influence, \*Teacher Role

This study investigates whether teachers do hold differential expectations for boys and girls in a diverse range of classroom functioning. Major research conducted to date and a study currently underway are reviewed. In sum, this paper hopes to raise a number of important questions for future investigation. Much previous research has investigated the hypothesis that boys receive more teacher disapproval than girls. There have been three general approaches to studying this topic: (1) direct observations of teacher behavior, (2) subjective reports by teachers concerning their treatment of boys and girls, and (3) subjective reports by children concerning their perception of teacher attitude toward boys and girls. The majority of studies using direct measures of teacher behavior confirms the hypothesis that boys receive more teacher disapproval than girls. Other studies have suggested that the interaction between various student characteristics, their sex, and teacher reaction is the important consideration. To investigate this, Sears (1963) asked a group of teachers to rate the children in their classes in terms of how much he/she enjoyed having each one in the group. A number of personality and ability measures on the children

were available. The children were divided into two ability groups by sex for data analysis. The results indicated that the characteristics which best predicted whether a teacher would like a pupil differed for each of the four groups. Five general questions emerge. These include: (1) To what extent does stereotyping exist among teachers? and (2) To what extent do teacher characteristics determine the nature of the stereotypical behavior? (CK)

ED 070 514 PS 006 200

**Alabama Day-Care Needs and Day-Care Resources. Final Report.**

UEC, Inc., Washington, D.C.

Spons Agency—Alabama State Dept. of Pensions and Security, Montgomery.

Pub Date 72

Note—364p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—\*Census Figures, \*Child Care, Data Collection, \*Day Care Programs, \*Day Care Services, Federal Government, Needs, Projects, Reports, State Programs, \*Statistical Data

Identifiers—\*Alabama

This research was conducted to provide a background for writing a plan for a state-wide day-care system. The findings of the study are presented. Existing statistical resources in Alabama and the 1970 federal census data were used in preparing this report. In addition, empirical data was gathered throughout Alabama to project the state-wide need for day-care. The Status and Needs Study is divided into two parts: (1) a descriptive profile of existing licensed day-care services, and (2) an analysis of the distribution of children in these day-care services. Where possible, the profile of day-care services is presented in terms of sponsorship and type of service. The unit of analysis is a county; however, these units can easily be collapsed into larger planning areas such as Economic Development Districts. The 392 licensed day-care centers in the State of Alabama which were reviewed are presently serving 14,392 children. The next four sections deal only with the children served by the licensed centers. Subsequent sections incorporate data on children served by family day-care homes, in-home care, group day-care contracts, and Head Start Programs. In addition, one section reviews several important day-care projects that await approval in Washington. (Two pages of text are of marginal legibility.) (Author/CK)

ED 070 515 PS 006 202

**[Baugo Community Schools Title III Project Overview and Program Brochure.]**

Baugo Community Schools, Elkhart, Ind.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Community Schools, \*Elementary School Students, Inservice Education, Kindergarten, \*Language Handicaps, Management, \*Preschool Children, Projects, \*Reading Difficulty, Teaching Methods

A project to remit reading and language deficiencies among community and primary (ages 4-9) pupils, over a three year period was conducted. Four population groups are included: pupils, parents, teachers and aides, and management. These populations comprise four project components: Preschool; K-3; Inservice; and management. Methods used with each group are described. (CK)

ED 070 516 PS 006 208

Levine, David

**Head Start Psychological Services in a Rural Program.**

Pub Date Sep 72

Note—6p.; Paper presented at the Annual Convention of the American Psychological Association (80th, Honolulu, Hawaii, September 2-8, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Opportunities, \*Identification, \*Models, \*Preschool Children, \*Psychological Services, \*Rural Areas

Identifiers—\*Project Head Start

A model of delivery of psychological services which takes into account the limited availability of trained psychologists in rural communities and which offers advantages in terms of offering career opportunities for the target population is presented. The model de-emphasizes "early identification". (Author/CK)

**ED 070 517 PS 006 209**  
**Your Child - From Home to School. A Handbook for Parents Whose Child Is Entering School.**

National Association of Elementary School Principals, Washington, D.C.; National School Public Relations Association, Washington, D.C.

Pub Date 72

Note—38p.

Available from—National Association of Elementary School Principals, 1801 N. Moore St., Arlington, Virginia 22209 (\$1.25, Stock No. 421-12575)

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—Creativity, \*Early Childhood, \*Family Environment, \*Guides, Individual Differences, Interaction, \*Learning Experience, Reading Readiness, Self Actualization

A picture story about the preparation of a child for school is presented. Topics included are: the early years, the changing process, individual differences, preparing for learning, preparation for reading, learning with others, self-reliance, self-care, sharing, preparation for the future, reading readiness, and creativity. (CK)

**ED 070 518 PS 006 210**

Copans, Stuart A.

**Clinical Impressions of Communal Child Rearing.**

Pub Date 28 Aug 72

Note—24p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Child Rearing, \*Clinical Experience, Communism, \*Data Analysis, \*Group Living, \*Problem Solving

Identifiers—American Communes, \*Israeli Kibbutzes

General problems of research in the area of communal childrearing are discussed. Clinical and experimental data related to childrearing on the Israeli kibbutz and in contemporary American communes are reviewed and supplemented by the author's personal experiences. (Author)

**ED 070 519 PS 006 211**

McIntyre, Anne

**Sex Differences in Children's Aggression.**

Spons Agency—State Univ. of New York, Ithaca.

Coll. of Human Ecology at Cornell Univ.

Pub Date [69]

Note—9p; F-2660

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Aggression, \*Behavioral Science Research, Correlation, Females, Hypothesis Testing, Males, \*Preschool Children, \*Sex Differences

In 27 preschoolers observed social activity was significantly and positively correlated with physical, verbal, direct, and indirect aggression in girls (physical and direct aggression,  $p < .05$ ; verbal and indirect aggression,  $p < .01$ ), but negatively correlated with all but verbal aggression in boys (all  $p < .01$ ). Boys had high physical aggression scores more frequently than girls ( $p < .003$ ); girls showed more verbal than physical aggression ( $p < .01$ ). Direct predominated over indirect aggression in both sexes (both  $p < .01$ ). Sex differences in relationships of social activity to aggressions were attributed to differences in physical aggression, which was hypothesized to discourage interactions. (Author)

**ED 070 520 PS 006 213**

Wheeler, Andrew J. Sulzer-Azaroff, Beth

**The Effects of Added Visual Stimuli on Children's Learning of Four-Component Verbal Chains.**

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date Sep 72

Note—15p.; Paper presented at the Annual Convention of the American Psychological Association (80th, Honolulu, Hawaii, September 2-8, 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Children, Response Mode, \*Serial Learning, \*Verbal Learning, \*Visual Stimuli

The present study assessed the effects of a distinct visual stimulus (a light) associated with each component of a four-component chain of nonsense syllables. When these added lights were used to train the chains of nonsense syllables, speed of acquisition was unaffected, but errors were reduced, loss of previously acquired responses was reduced, and the probability of correct responding independent of imitative prompts was increased. (Author)

**ED 070 521**

Colle, Herbert A.

**Rehearsal as Inner Speech.**

Spons Agency—Chicago Univ., Ill.

Pub Date Sep 72

Note—12p.; Paper presented at the Annual Convention of the American Psychological Association (80th, Honolulu, Hawaii, September 2-8, 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Articulation (Speech), \*Inner Speech (Subvocal), \*Memory, Task Performance, \*Theories

If rehearsal can be identified with inner speech and if Vygotsky's theory of the development of inner speech is correct, then it should be possible to disrupt rehearsal by impairing articulation in young children. Performing a delayed short-term memory task with impaired articulation did not lead to a large decrement in performance as compared with unimpaired controls. Hence, either one of the two premises stated above or one of two others on which the study depends is correct. (Author)

**ED 070 522**

Leiderman, Herbert P. And Others

**African Infant Precocity: Some Social Influences During the First Year.**

Spons Agency—Carnegie Corp. of New York, N.Y.; Grant Foundation, New York, N.Y.

Pub Date 72

Note—20p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Behavior Development, Demography, Family Life, \*Infant Behavior, Infants, \*Mental Development, \*Psychomotor Skills, \*Social Influences, Socioeconomic Status, Test Results

Identifiers—\*African Infants

Sixty-five Kikuyu infants were developmentally evaluated (Bayley Test) at two-month intervals during the first year of life. Precocity was demonstrated for mental as well as motor test performance. Familial economic status was positively related to infant performance. Social and demographic variables contributed at least 25% to test score variance, and therefore even in the first year, must be considered in evaluation of psychological development of sub-Saharan African infants. (Author)

**ED 070 523**

Leonard, S. David

**Transfer Effects Between Numbered and Unnumbered Serial Word Lists.**

Pub Date Sep 72

Note—7p.; Paper presented at the Annual Convention of the American Psychological Association (80th, Honolulu, Hawaii, September 2-8, 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Comparative Analysis, Learning Processes, \*Memory, \*Numbers, Psychology, \*Serial Learning, \*Transfer of Training, \*Word Lists

Two experiments were conducted to examine the possibility that numbering might have an effect on learning of lists composed of more meaningful and highly available materials, words, and to further explore the possibility that different strategies may be employed in learning the two types of lists. In Experiment I, 40 female students from elementary psychology served as subjects. Two sets of nonoverlapping 11-word serial lists were composed from a set of 22 two-syllable nouns. The words were typed in upper case letters for presentation by memory drum. Each subject learned a nonoverlapping set of 2 lists by the anticipation technique with 4 sec. anticipation and intertrial intervals. In Experiment II, a total of 48 subjects, 24 male and 24 female, from undergraduate psychology classes learned the lists. Subjects were equally distributed by sex over conditions. Two different lists composed of 10 two-syllable nouns were constructed. Each subject learned both lists, half in each order. The results of these two experiments indicate that numbering of serial lists does not improve performance in initial learning. Also, while the present data do not settle the issue of how learning numbered lists differs from the learning of unnumbered lists, they do indicate that there are differences between them. (CK)

**PS 006 214**

**ED 070 524**

Arima, James K. Gray, Francis D.

**An Information Analysis of 2-, 3-, and 4-Word Verbal Discrimination Learning.**

Pub Date 72

Note—14p.; Paper presented at the Annual Convention of the American Psychological Association (80th, Honolulu, Hawaii, September 2-8, 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Data Analysis, \*Discrimination Learning, \*Information Theory, \*Task Performance, \*Verbal Learning

Information theory was used to qualify the difficulty of verbal discrimination (VD) learning tasks and to measure VD performance. Words for VD items were selected with high background frequency and equal a priori probabilities of being selected as a first response. Three VD lists containing only 2-, 3-, or 4-word items were created and equated for information content at approximately 20 bits. Lists were presented for 6 trials at 1.5 or 3.0 sec. per item with 20 Ss per list. Only correct responses were reinforced. The uncertainty (H) in the response distribution was calculated for each item on each trial and summed for each list. The H remaining after Trial 6 averaged over all 3-sec. conditions was 8.4 bits. For the 1.5-sec. conditions, it was 15.2 bits, indicating that information was being processed at a constant rate. The amount of information processed per trial was also constant for each list condition, although differences among lists reached borderline significance ( $p < .05$ ) at the 3-sec. rate. It appeared quite feasible to apply information theory to VD learning as an absolute measure of task difficulty and performance. (Author)

**ED 070 525**

Kaufman, Maurice

**The Effect of the DISTAR Instructional System on First and Second Grade Achievement: An Evaluation of the 1971-1972 Title I Program of Winthrop, Massachusetts.**

Pub Date 72

Note—19p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Academic Achievement, Arithmetic, \*Comparative Analysis, Control Groups, Experimental Groups, Oral Communication, \*Primary Grades, \*Program Evaluation, \*Reading Readiness, Reading Tests, Tests

The Distar I Reading, Language and Arithmetic programs were used with two first grade classes. The Distar II programs were used with two second grade classes. One first grade Distar class appeared to make some progress in oral language. Comparison of the first grade Distar classes with a first grade control class that used a Scott-Foresman basal reader program showed initial differences in reading readiness favoring the control group but no differences in IQ or reading achievement at the end of first grade. The first grade reading test was constructed in two forms, one using Distar reading font and the other traditional type font. A second grade subgroup of nineteen Distar pupils was compared to a group of twenty non-Distar pupils on reading readiness and achievement in first grade, and IQ and achievement in reading, language, and arithmetic in second grade. A significant difference in arithmetic computation favored the Distar group. The total ( $n=51$ ) second grade Distar group was found significantly below grade norms (2.9) on four of seven achievement subtests. Recommendations included supplementing the Distar program with instruction for greater transition to reading connected sentences and paragraphs, and instruction on specific comprehension skills. Changes should be made in the program to avoid the confusion about number symbols that were detected on the achievement test. (Author)

**ED 070 526**

Feshbach, Norma D.

**The Effects of Violence in Childhood.**

Pub Date Sep 72

Note—12p.; Paper presented at the Annual Convention of the American Psychological Association (80th, Honolulu, Hawaii, September 2-8, 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Anti Social Behavior, Behavioral Objectives, \*Behavior Change, \*Child Development, Communication (Thought Transfer),

**PS 006 217**



\*Discipline Policy, \*Emotional Response, Parent Child Relationship, Psychological Studies, \*Violence

Implications of the use and misuse of physical punishment in the socialization and training of children is the subject of this discussion. This discussion deals primarily with the implications of the use by parents of physical pain as a child-rearing technique by which they attempt to implement their goals for their children, whether it be the acquisition of positive behaviors or the extinction of unacceptable or negative behaviors. An unfavorable view is taken of parental resort to physical punishment, based on a personal position and empirical psychological research. The personal reasons include: (1) the issue of the unfairness of an adult physically striking a child, (2) the issue of language, i.e. the reliance of humans on verbal means in the training of their young, and (3) the issue of intentionality, the deliberate infliction of physical pain. On the scientific level, three principal sources of empirical literature are drawn upon to support the position of opposition of physical punishment. The first relates to studies on the consequences of punishment in the context of child-rearing practices; the second relevant data sources are the experimental studies of the effects of punishment; and the third pertinent set of investigations are those studies relating inhibitory traits to other personality attributes, particularly aggression. (CK)

**ED 070 527** PS 006 224

Smith, Merrill L.

**ESEA - Title III: Pre-School Language Development. K-3 Developmental Language-Reading Learning Centers. Final Project Evaluation Report, 1971-72.**

Baugo Community Schools, Elkhart, Ind.

Pub Date Jul 72

Note—48p.; R.R. #3

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Decision Making, Inservice Education, \*Language Development, Management, \*Preschool Children, \*Primary Grades, Program Content, \*Program Evaluation

Having identified reading and language deficiencies among a community and primary-age pupils (ages 4-9), a program was written which would remit those deficiencies over a three-year period. This objective will be effected by dealing with four population groups: pupils, teachers and aides, management, and parents. The pre-school component serves 50 four- and five-year old students (75% from the target population and 25% from model homes) who typically function poorly in the primary instructional setting resulting from deficiencies in general language development, perceptual-conceptual development, and perceptual-motor development. The program attempts to acquaint the child with early learning performance rather than remediate failure later in the school setting. The K-3 program serves 130 kindergarten, first, second, and third grade students. Two sites utilize a multi-media, small-group tutorial, diagnostic/prescriptive format to alleviate deficiencies in language and reading. The in-service component serves each population as an assist in keeping people informed about the project. The management component is primarily involved in determining the program, both offering direction for and causing implementation of the program, writing role descriptions and strengthening same as need arises. This report is an evaluation concerned with finding immediately-relevant answers for decision making. (CK)

**ED 070 528** PS 006 225

Mardell, Carol D., Comp. Goldenberg, Dorothea S., Comp.

**Instruments for Screening of Pre-Kindergarten Children.**

Illinois State Office of the Superintendent of Public Instruction, Springfield.

Pub Date Oct 72

Note—20p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Bibliographies, \*Measurement Instruments, \*Performance Factors, \*Preschool Children, Rating Scales, \*Tables (Data), Tests

This is a working document of instruments for the identification of Pre-Kindergarten, High-Risk children. The intent of the table and bibliography is to create an awareness of available instruments and their components rather than to assess their effectiveness. The components that are listed in the table were all found within test manuals. The

term "Administrator" or "Testor" states a title rather than the degrees of training. Performance factors that are checked are based on test claims as well as authors' judgment. Rating scales which require subjective judgment (with or without the child's presence) are separated from objective measurement gained through test participation. Four major sources were used for compiling this information. Specific references for each instrument can be found in the attached bibliography. (Author/CK)

**ED 070 529** PS 006 226

**Kindergarten Evaluation Study: Full-Day Alternate Day Programs.**

Minnesota State Dept. of Education, St. Paul.

Pub Date Jul 72

Note—38p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Alternative Schools, \*Cognitive Development, Comparative Analysis, Data Analysis, Educational Research, Evaluation Methods, \*Kindergarten Children, Parent Attitudes, \*Preschool Education, Principals, \*Program Evaluation, School Schedules, Surveys, Teacher Attitudes, Technical Reports, Test Results, Tests

Identifiers—\*Caldwell Preschool Inventory

In this evaluation study, two groups of children who attended kindergarten either one-half day every day or full-day on alternate days were compared. An opinion survey was conducted to obtain the observations of parents, kindergarten teachers, and elementary principals in relation to the all-day alternate day schedule in 55 school districts. Data were collected on 96 kindergarten children during the last two weeks of the 1971-72 school year. Of these children, 48 had been attending the full-day alternate-day kindergartens and 48 had been attending the half-day daily kindergartens. The children ranged in age from 5 years 9 months to 7 years 9 months for the full-day group and 5 years 9 months to 6 years 9 months for the half-day group. No fewer than 8 and not more than 10 children were taken from each of 10 classrooms. Two examiners from the State Department of Education asked questions of a single child for about 25 minutes. A test of pre-academic skills was developed for this study, and the Caldwell Preschool Inventory was used. Results of the study showed that the two groups were similar on the measure of broad readiness experiences, and they were dissimilar on two of the pre-academic skill measures. Children who attended kindergarten daily had significantly higher scores on tests of ability to name numerals 1 to 10 and on knowledge of the sounds of letters of the alphabet. There were no significant differences on the Caldwell Preschool Inventory. On all measures, the children in the full-day alternate-day programs had lower scores and greater group variability. An appendix provides survey forms and test forms. (DB)

**ED 070 530** PS 006 227

**Summary of 1968 - 1969 Data. Progress Report No. 4.**

Kansas Univ., Lawrence. Head Start Evaluation and Research Center.

Pub Date Aug 69

Note—90p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Compensatory Education Programs, \*Disadvantaged Youth, \*Early Childhood Education, Ethnic Distribution, \*Measurement Instruments, Parent Attitudes, \*Preschool Children, Preschool Tests, \*Program Evaluation, Staff Orientation, Statistical Analysis, Student Attitudes, Student Testing, Testing, Test Results, Tests

Identifiers—Animal House, Gumpookie, Pre-School Inventory, \*Project Head Start, PSI, Stanford Binet

This progress report of the Head Start program in three sample communities in Kansas—Kansas City, Topeka, and Lawrence—contains 1968-1969 data. There are 11 classes in the sample, with 137 eligible children (68 females and 69 males; 81 Negroes; 15 Mexican American, 40 Caucasian, and 1 Other); 46 of the children were under 48 months; 48 were 49 to 53 months; 36 were 54-58 months; and 7 were 59 months and over. Statistical analyses of common core instruments (Stanford Binet, Gumpookie, PSI, Animal House) are presented in tables. Pearson correlations for the total sample given all four pre- and post-test measures are provided, as is an analysis of factors

affecting pre-Binet test performance. In addition, an Estimate of Child's Standing in Class upon School Entrance, Parent Opinions, and an Educational Attitude Survey are tabulated. Guidelines are given for evaluating Head Start children. Steps used to train and develop the evaluation staff are outlined. The final section of the document is a critique of the evaluation instruments used in the program. (DB)

**ED 070 531** PS 006 228

Strom, Robert D., Ed. Bell, Mary Elizabeth, Ed. **Elementary Education Today: Its Impact on Children.**

American Association of Elementary, Kindergarten, and Nursery Educators, Washington, D. C.; National Education Association, Washington, D.C.

Pub Date 71

Note—349p.

Available from—NEA Publications-Sales Section, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (paper, \$4.75, Stock No. 381-11972; cloth, \$6.50, Stock No. 381-11974; Quantity discounts)

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—Behavioral Objectives, Books, Early Experience, Educational Objectives, \*Elementary Education, \*Learning Processes, Mental Health, Minority Group Children, \*Personality Development, \*Preschool Children, Special Education, Student Attitudes, Student School Relationship, Teacher Behavior

Articles previously published in "Today's Education" and in other publications produced by professional organizations in the NEA Center are reproduced in this book. The collection presents a description and analysis of current student needs. The six sections of the book are: (1) The Early Environment (suggestions for parents and teachers on how to improve the impact of early environment); (2) The Learning Process (insights into how children learn and related teacher behavior); (3) Mental Health and Personality (reasons for enlarging the concept of student success to include mental health and personality development); (4) Conflict and Growth (expression of dissent toward school practices and its implications); (5) Respecting Differences (alternative help strategies for working with minority youngsters); and (6) Goals for Education (objectives of the future school). A total of 54 authors are represented in the book. (DB)

**ED 070 532** PS 006 229

**Implementation of Head Start Planned Variation Testing and Data Collection Effort. Final Report.**

Stanford Research Inst., Menlo Park, Calif.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date 29 Sep 72

Note—350p.; Copies of tests used in the evaluation are available from ERIC Clearinghouse, University of Illinois, Urbana, Illinois

**EDRS Price MF-\$0.65 HC-\$13.16**

Descriptors—Classroom Observation Techniques, \*Compensatory Education Programs, \*Data Collection, \*Disadvantaged Youth, \*Early Childhood Education, Educational Research, Intervention, \*Measurement Instruments, National Competency Tests, Preschool Children, Preschool Tests, Questionnaires, Student Testing, Tables (Data), Teacher Evaluation, Technical Reports, \*Testing Programs

Identifiers—Eight Block Sort Task, Motor Inhibition, NYU Early Childhood Inventory Test, \*Project Head Start, PSI, SRI Classroom Observation Procedure, Stanford Binet

This final report on the Preliminary Evaluation of Planned Variation in Head Start According to Follow Through Approaches is a detailed account of the field testing and implementation activities performed during the 1969-1972 period, with emphasis on the second and third years. The sections of the report are as follows: I. Introduction; II. Background and Overview; III. Fall 1969 Testing Activities; IV. Spring 1970 Testing Activities; V. Fall 1970 Testing Activities; VI. Spring 1971 Testing Activities; VII. Fall 1971 Testing Activities; and VIII. Spring 1972 Testing Activities. Ten appendixes provide: A. through F., Fall and Spring Communications 1969-1972; G. Supplemental Instructions for Field Staff, Spring 1971; H. Record of Test Data and Information Forms Transmitted to Huron Institute; I. Quizzes and

Answer Sheets for Spring 1972; and J. SRI Field Supervisor Site Report Forms. Data are presented in 18 tables. (DB)

**ED 070 533** PS 006 258

**Parent Handbook: A Guide to the Information Sessions for Parents of Four-Year-Old Children. A Guide to the Story-Activity Hours for Four-Year-Old Children.**

Kansas State Univ., Wichita.

Spons Agency—National Center for the Improvement of Educational Systems (DHEW/OE), Washington, D.C.

Pub Date 72

Note—130p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Books, \*Child Development, Family Environment, \*Guides, Language Development, Learning, Music, \*Parent Conferences, \*Preschool Children, Reading, \*Story Telling

A handbook to serve as an outline for parent discussion sessions concerning four-year-old children is presented. It is divided into the following sections: Child-Growth and Development, Physical Development, Language Development, Learning Abilities, Children and Home Art-Activities, Reading To your Child, Suggested Good Books, Questions and Answers, Purpose of Story-Activity Hours, Story-Activity Hour Plans, Music for Story-Activity Hours. (CK)

**ED 070 534** PS 006 270

Parker, Ronald K., Comp. And Others

**An Overview of Cognitive and Language Programs for 3, 4, & 5 Year Old Children.**

Southeastern Education Lab., Atlanta, Ga.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Division of Educational Laboratories.

Report No.—SEL-Monogr-4

Pub Date Apr 70

Note—209p.

**EDRS Price MF-\$0.65 HC-\$9.87**

Descriptors—\*Cognitive Development, Comparative Analysis, Curriculum, Curriculum Research, \*Early Childhood Education, Economically Disadvantaged, Experimental Programs, Intellectual Development, \*Language Programs, Language Skills, Preschool Children, \*Preschool Programs, \*Program Descriptions

This report was compiled to serve as a partial knowledge base for the Southeastern Educational Laboratory and the Harlem Research Center in their effort to plan a research program in early education. Educational programs designed for 3-, 4-, and 5-year-old children which emphasize either cognitive-intellectual development or language development are briefly reviewed and compared. The text is organized into six major sections: (1) a selection of major references in the general area of early education and of key references to establish a rationale for focusing on the cognitive-intellectual and language skills in early education for economically disadvantaged children, (2) outlines of 18 programs for which a written curriculum exists and which have been evaluated empirically, (3) abstracts of six comparative research projects on curriculum, (4) outlines of six developing programs, (5) outlines of 17 effective curriculum components and ideas and (6) implications of the reviews. Bibliographic references are included along with two appendices. Appendix A contains abstracts of research relating to specific preschool programs. Appendix B lists addresses of preschool programs or authors. This document previously announced as ED 045 209. (WY)

**ED 070 535** PS 006 272

Barker, Linda A.

**Preprimary Enrollment, October 1971.**

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—DHEW-OE-72-197

Pub Date 72

Note—37p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Catalog No. HE5.220:20079-71, \$0.45)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Census Figures, \*Data Collection, Educational Programs, \*Enrollment Trends, \*Preschool Children, \*Surveys

This report is concerned with the enrollment of children 3 to 5 years old in organized educational programs. The data are based upon information collected by the U.S. Bureau of the Census in its October 1971 Current Population Survey. This survey covers a sample of 50,000 households distributed over 449 areas comprising 863 counties and independent cities, with coverage in all 50 states and the District of Columbia. The estimating procedure used involves the inflation of weighted sample results to independent estimates of the civilian noninstitutional population of the United States by age, sex, and race. (CK)

## RC

**ED 070 536** RC 000 780

**Florida "State" Migrant Health Project. Third Annual Progress Report, 1965-1966.**

Florida State Board of Health, Jacksonville.

Spons Agency—Public Health Service (DHEW), Washington, D.C.

Pub Date 66

Note—232p.

**EDRS Price MF-\$0.65 HC-\$9.87**

Descriptors—\*Annual Reports, Housing Deficiencies, \*Medical Services, \*Migrant Health Services, \*Migrants, \*Negroes, Sanitation Improvement, State Programs, Tables (Data) Identifiers—\*Florida State Board of Health

The Third Annual Report on the Florida Migrant Health Project covered migrant health activities engaged in by 14 counties for the period May 1, 1965, through April 30, 1966. The project was designed to develop a basic statewide program of health services for migrant farm workers and their dependents in Florida. Three of the 12 objectives included working more closely with Project counties in the technical aspects of the migrant health service program as it concerns medical care, improving environmental health by enforcing camp regulations and encouraging growers to provide field sanitation facilities, and solving the migrants' transportation problem. The summary of the county reports for this project period indicated a definite increase in the amount of health services rendered, number of migrants contacted, and activities performed by Project personnel. Also, the number of Anglo workers increased while the number of Negro workers decreased; direct service was extended to 52.7% of the 541 referrals, with 5 categories accounting for 81% of the requests; Negro patients constituted 64.4% of the total number of patients served; and 64.4% of those served were female. The summary further stated that attempts by sanitarians to enforce certain regulations concerning migrant housing and to improve living conditions met with resistance or indifference on the part of growers and public officials and that nursing services, the number of migrant clinics, and the intensity of nutrition education were increased. Related documents are ED 011 217 (1964-65) and ED 013 699 (1966-67). (HBC)

**ED 070 537** RC 001 875

Daids, Dorothy Winona

**An Analysis of the State Department of Public Instruction Reports to the Federal Government Relative to Wisconsin Indian High School Dropouts.**

Pub Date May 63

Note—41p.; Seminar paper presented to the Graduate School, University of Wisconsin, Milwaukee

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*American Indians, Comparative Analysis, \*Dropout Characteristics, Federal State Relationship, \*Government Role, \*Higher Education, Longitudinal Studies, Reports, \*Secondary Education

Identifiers—\*Wisconsin

The purpose of this study was to determine whether the American Indian high school dropout rate in Wisconsin was more serious than that suggested by the 1961-62 state report to the Federal government. The nation reported a dropout rate of approximately 33%; the Bureau of Indian Affairs reported a 60% dropout rate for the general Indian high school population. These dropout rates were based on longitudinal studies and in all cases the trend was either increasing or stabilizing. A longitudinal analysis of 4 classes was made, and 4 state reports were examined. The

results of this study suggested that the dropout rate of Wisconsin Indian high school students was increasing rather than decreasing. The dropout rate appeared to be increasing in the larger high schools adjacent to the Chippewa, Oneida, and Menominee Indian groups. It was concluded that the greatest percentage of dropouts generally occurred between the 10th and 11th grades and that the 10 high schools having the largest Indian population generally are losing their holding power on Wisconsin Indian youth. The 8 recommendations include that more studies of the Indian high school dropout problem be initiated by high schools adjacent to reservations, that the curriculum be broadened, that alternative teaching methods be employed, and that guidance and counseling personnel become aware of the Indian view of life. (FF)

**ED 070 538** 32 RC 002 142

Caperton, Bill And Others

**New Mexico Title I, ESEA Migrant Program: Projects for Migratory Children of Migratory Agricultural Workers. State Annual Evaluation Report for Fiscal Year 1967.**

New Mexico State Dept. of Education, Santa Fe. Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.

Pub Date 15 Nov 67

Note—42p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Community Involvement, \*Educational Needs, \*Federal Programs, Health Needs, Information Dissemination, Measurement Instruments, \*Migrant Child Education, \*Program Evaluation, State Federal Aid, \*Summer Programs

Identifiers—\*Elementary Secondary Education Act Title I, ESEA Title I, New Mexico

Prepared by the Title I, Elementary and Secondary Education Act, (ESEA) Migrant Program director, this State annual evaluation report for fiscal year 1967 includes projects for migratory children of migratory agricultural workers in New Mexico. The material in this report represents a comprehensive analysis of Title I Migrant Program activity carried out in the 8 migrant areas of the State of New Mexico. Each item is in response to items contained in Evaluation Format: "State Programs for Migrant Children—Title I Elementary and Secondary Education Act of 1965, as amended, General Instructions for Migrant Programs." Topics discussed include project data (unduplicated count of children participating); innovative projects in Las Cruces, Floyd, Espanola, Chaves County, Amalia, and Hobbs; the most pressing educational needs of participating migrant children; objective and subjective measurements; general program effectiveness; personnel and personnel training; and the inter-relationship of the Title I ESEA Migrant Program with the regular Title I program. Additionally, coordination with other programs, community involvement, non-public school participation, State operations and services, dissemination, major problem areas, and planning grants are discussed. Appendices include a compilation of test results; evaluation of a summer migrant program from Taos, New Mexico; a map depicting migration patterns from New Mexico to Colorado; and statistics relating to the number of staff who received training. (HBC)

**ED 070 539** RC 002 900

Quinn, Bernard

**The Protestant Approach to Town and Country: A Study-Guide for Catholics.**

Center for Applied Research in the Apostolate, Washington, D.C.

Report No.—CARA-TCR-1

Pub Date Jul 67

Note—35p.

Available from—Center for Applied Research in the Apostolate (CARA), 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036 (\$1.00)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Church Programs, Planning, \*Protestants, \*Religious Agencies, \*Rural Areas, Rural Development, \*Social Change, Study Guides, Urbanization

Identifiers—\*Catholic Church

Protestant approaches to church problems in rural areas are presented in this study guide for Catholics. The Protestant "town and country" movement is described in terms of the beginnings

of the movement, early leaders, denominational programs, early theory and practice, the movement today, changes in rural America, dissatisfaction, and willingness to face the implications of change. Three major approaches characterize the attempt to meet Protestant goals: attracting and training a more capable ministry, overall planning for larger areas, and promoting local cooperative effort. Listed methods for overall planning include larger parishes, denominational community churches, church union, denominational cooperation, and inter-denominational cooperation. Denominational policies on ecumenical cooperation for some denominations are described. Major conclusions are that the town and country apostolate is an important area of Catholic concern, that from the Protestant point of view the town and country is over-churched while from the Catholic point of view it is under-churched, that the Protestant leaders are searching for solutions which they recognize to be both difficult and complex, and that a continued interest in the problems and progress of the Protestant town and country movement is one aspect of the Catholic search for effective Christian witness. A selected bibliography of recent materials is included. (PS)

ED 070 540 RC 002 902

Quinn, Bernard, Ed.

**Ecumenical Planning for Mission in Town and Country America. Catholic Perspectives on the Concerns of the National Consultation on the Church in Community Life, Ohio State University, September 5-8, 1967.**

Center for Applied Research in the Apostolate, Washington, D.C.

Pub Date Jan 68

Note—91p.

Available from—CARA Information Service Center for Applied Research in the Apostolate (CARA), 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036 (\$1.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Church Role, \*Community Action, \*Cooperative Planning, \*Demography, \*Economic Factors, \*Literature, \*Religious Agencies, \*Rural Areas, \*Rural Urban Differences, \*Social Action, \*Urbanization

Identifiers—\*Catholic Church

The National Consultation on the Church in Community Life was held at Ohio State University for the purpose of bringing into focus the ecumenical process for the reevaluation, redefinition, and revitalization of the Catholic Church's mission in nonmetropolitan America. Papers were presented in the areas of theological perspectives, understanding the small community, and creative experimentation. Also included was the report of a study of religion conducted in 2 towns in Oklahoma. Major conclusions of that study were that the more fundamentalistic Protestant groups reached higher levels of consensus on beliefs about the supernatural than did Catholics, that Catholic respondents' beliefs and attitudes on race were more liberal than those found in previous studies, that the data showed few differences as a function of the rural and urban conditions of the respondents, and that 75% of the Catholics agreed with the statement that the "laity has the right to question church teachings in some or all matters." (PS)

ED 070 541 RC 004 285

Voyat, Gilbert Silk, Stephen

**Cross-Cultural Study of Cognitive Development on the Pine Ridge Indian Reservation: The Pine Ridge Research Bulletin No. 11, 1970.**

Pine Ridge Community Mental Health Program, S. Dak.

Spons Agency—Public Health Service (DHEW), Washington, D.C.

Report No—Bull-11

Pub Date Jan 70

Note—28p.

Journal Cit—Pine Ridge Research Bulletin No. 11, January 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*American Indians, \*Cognitive Development, \*Cross Cultural Studies, \*Culture Free Tests, \*Economic Disadvantage, \*Intelligence Tests, \*Learning Theories, \*Self Concept, \*Thought Processes

Identifiers—Oglala Sioux, \*Piaget Cognitive Development Theory, Pine Ridge Indian Reservation

The research summarized in this paper was conducted on the Pine Ridge Indian Reservation

in South Dakota. The purpose of the developmental study was to explore the cognitive aspect of development rather than to explore the personality as a whole. The Clinical Exploratory Method of Piaget was employed, which focuses primarily upon an experimental investigation of the qualitative development of intellectual structures, because it was expected that Piaget's system would be free of cultural bias. Some hypotheses tested were (1) Are Piaget's tests insensitive to basic differences in the sequence of stages of cognitive development? (2) Are there time delays or time advances in the population? and (3) Are time delays observed between ethnic groups consistent, or is a delay within one ethnic group offset by a relative advance in some other area? The methodology of this research consisted of adapting the interview to the reactions of the 75 Oglala Sioux children, aged 4 through 10, who were tested. The results indicated that the succession of stages described by Piaget is respected by both the Pine Ridge and the Geneva population. Further, there was shown to be no fundamental delay in the development of the basic processes in thinking among the population in Pine Ridge. It was also found that basic processes in cognition are more a function of an active organization process than the child brings upon his experience than is the role that language plays in the thought process. (HBC)

ED 070 542 RC 006 607

**Rural Affairs Study Commission, A Report to the Governor and the General Assembly of the Commonwealth of Virginia, 1971.**

Rural Affairs Study Commission, Richmond, Va. Spons Agency—Department of Housing and Urban Development, Washington, D.C.

Pub Date 71

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Community Services, \*Human Services, \*Natural Resources, \*Population Distribution, \*Reports, \*Rural Areas, \*State Action, \*Statistical Analysis, \*Tables (Data), \*Water Resources

Identifiers—\*Virginia

The efforts of the Rural Affairs Study Commission (RASC) were based on the General Assembly's policy that, where feasible, state programs should be operated in such a manner as to encourage orderly population growth in non-metropolitan areas so that a rural-urban balance could be obtained. Topics discussed relevant to the Human Services Policy are community services, health services, and education. Highways and road policy, housing policy, fiscal resources of the local government, and strengthening the local government are topics discussed under State Development Policy. The Natural Resources Policy discusses water resources, the soil survey and mapping program, shoreline erosion, and agriculture and land use. Population, income and employment, health education, libraries, and highways are discussed as supporting data concerning rural-urban imbalance. Some recommendations generated as a result of the RASC's efforts include greater utilization of existing school facilities for nonschool educational and cultural functions for the benefit of communities, the provision of improved and reliable access to a reasonable and acceptable quality of health care for all Virginians, and the development of selected community services and facilities bearing on the ability of a community to grow and encouraging people to choose such a community as a place to live. (HBC)

ED 070 543 RC 006 608

Stockman, Wallace Henry

**Historical Perspectives of Federal Educational Promises and Performance Among the Fort Berthold Indians.**

Pub Date 71

Note—362p.; Ph.D. dissertation submitted to the University of Colorado, Boulder

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—\*American History, \*American Indians, \*Educational Development, \*Educational Policy, \*Financial Support, \*Fiscal Capacity, \*Government Role, \*Industrialization, \*Legal Responsibility, \*Nonreservation American Indians, \*Reservations (Indian), \*Schools

Identifiers—Arikara, \*Ft Berthold Indian Reservation, Hidatsa, Mandan

The study concerns Federal Indian Law—its social origins, its historical growth and direction,

and its effectiveness among the 3 affiliated tribes (Mandan, Hidatsa, and Arikara) of the Ft. Berthold American Indian Reservation (population total 2,750, with a birth rate of 40 per 1,000 and a death rate of 9 per 1,000) located in North Dakota. It is also concerned with education—its function in the acculturation process of the Ft. Berthold Indians, its successes and failures, and the rise of a school system, education being broadly defined in terms of socialization. The current educational level is approximately at the 10th grade level. There were 1,200 Indian children in elementary, 500 in high school, 125 in colleges, and 45 in vocational schools in fiscal 1971. The Ft. Berthold people are currently experiencing major social changes which might stimulate them to develop and to support a social system capable of solving their economic, political, religious, educational, and family problems. It is recommended that emphasis be placed on educational processes capable of making attitudinal changes and that the direction of these changes allow the Indian to utilize his land resources to their fullest extent. In addition, blocks of fractionated land holdings should be removed and sufficient professional help provided whereby the Indians wishing to make a living off the land have the mental as well as economic assets needed to make this a reality. It is further suggested that the Indian student be exposed to cultural content when he enters school and that the educative process should involve the adult as well as the student. (Author/FF)

ED 070 544 RC 006 616

Berendzen, Harry

**The First Indian Bilingual Projects, Title VII Meeting: A Report.**

Utah Univ., Salt Lake City.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date 72

Note—7p.; Report on Indian Bilingual Projects meeting, Denver, Colo., February 22-23, 1972

Journal Cit—Language in American Indian Education, Spring 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*American Indians, \*Bilingual Education, \*Community Involvement, \*Educational Programs, \*Evaluation, \*Instructional Materials, \*Instructional Staff, \*Language Ability, \*Navaho, \*Objectives, \*Small Group Instruction

The purpose of the First Indian Bilingual Projects, Title VII Meeting was to discuss experiences and exchange ideas on the development of evaluation design and measurable objectives, the involvement of parents and community, and the development of materials. Sessions were held on unobtrusive measures, measuring language dominance, parent and community involvement, small group instruction for the classroom, and materials development. Suggestions included that at least 2 meetings be held per year; that the entire project staff be given an opportunity for input and agreement in the area of evaluation; that more community members be present for future meetings; that native speakers be trained to become bilingual teachers; and that presentation, display, and demonstration of project-developed materials be a major part of future meetings. (PS)

ED 070 545 RC 006 617

Uranga, Susan Navarro

**The Study of Mexican American Education in the Southwest: Implications of Research by the Civil Rights Commission.**

Commission on Civil Rights, Washington, D.C.

Pub Date Jul 72

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Academic Achievement, \*Boards of Education, \*Civil Rights, \*Economic Factors, \*Educational Programs, \*Ethnic Groups, \*Instructional Staff, \*Mexican Americans, \*Reading Skills, \*School Environment, \*School Segregation, \*Spanish Speaking

The United States Commission on Civil Rights conducted a 4-year study of Chicano education in the Southwest and compiled information on conditions in the schools attended by Chicanos, educational practices in these schools, and educational achievement of Mexican American students in these districts. Data were compiled in 3 phases: a stratified random sample of all school districts in the United States, a mail survey of 538 districts and 1,166 schools throughout the



Southwest, and a field study of 52 schools in California, New Mexico, and Texas. Findings include that the Mexican American public school pupils are severely isolated by district and schools within districts, Chicanos are underrepresented on school professional staffs and on boards of education, and the majority of Mexican American staff and school board members are found in predominantly Mexican American schools or districts. It was also found that the proportion of minority students who remain in school through the 12th grade is lower than that of Anglo students, that a disproportionately large number of Chicanos lack reading skills commensurate with age and grade level, that the reading achievement drop is severe for minority children as they advance in age and grade, that grade repetition rates for Mexican Americans are higher than for Anglos, that Mexican Americans are as much as 7 times as likely to be overage as Anglos, and that Chicanos are underrepresented in extracurricular activities. (PS)

ED 070 546

RC 006 618

**Selected Characteristics of Persons and Families of Mexican, Puerto Rican, and Other Spanish Origin: March 1972.** (Advance Data from March 1972 Sample Survey.) Population Characteristics: Current Population Reports. Bureau of the Census (DOC), Suitland, Md. Pub Date Jul 72

Note—9p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402; P-20 (\$1.15)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Census Figures, \*Data Collection, \*Demography, \*Ethnic Groups, Family Characteristics, Income, \*Mexican Americans, Puerto Ricans, Reports, Spanish Americans, Statistical Data, Surveys, \*Tables (Data)

Data on a variety of social and economic characteristics for persons and families in the United States of Mexican, Puerto Rican, Cuban, and other Spanish origin and comparative data for the remaining population were selected from the March 1972 Bureau of the Census Current Population Survey (CPS). Revisions in the March 1972 CPS, as compared to the 1970 CPS, include the introduction of 1970 census-based population controls and metropolitan residence definition, the use of 1970 census sampling materials for part of the sample, a change in the average segment size from 6 to 4 housing units for part of the sample, and a change in the first stage ratio estimation procedure. The 10 tables contain information concerning (1) U.S. population by ethnic origin; (2) age distribution by ethnic origin; (3) characteristics of families by ethnic origin; (4) percent of the population 25 years old and over who had completed less than 5 years of school or 4 years of high school or more, by ethnic origin; (5) labor force participation of persons 16 to 64 years old, by age, sex, and ethnic origin; (6) unemployment rates for persons 16 to 64 years old, by age, sex, and ethnic origin; (7) employed men 16 years old and over, by major occupation and ethnic origin; (8) median income in 1971 by years of school completed for males 25 years old and over by ethnic origin; (9) family income in 1971 by ethnic origin; and (10) low-income status in 1971 of persons of Spanish origin for the U.S. and 5 southwestern states. A related document (1971) is ED 065 224. (HBC)

ED 070 547

RC 006 619

**An Annotated Bibliography of Young People's Books on American Indians.** Indian Education Curriculum Bulletin No. 12.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

Pub Date Jan 73

Note—62p.

Available from—For availability of free copies write Mr. Robert Rebert, Language Arts Branch, Division of Educational Planning and Development, Bureau of Indian Affairs, P.O. Box 1788, Albuquerque, New Mexico 87103

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*American Indians, \*Annotated Bibliographies, Biographies, Books, Childrens Books, Cultural Awareness, \*Cultural Education, \*Educational Resources, Fiction, History, \*Instructional Materials, Story Reading

Identifiers—\*Bureau of Indian Affairs

Approximately 367 books on American Indians, published between 1931 and 1972, are listed in this annotated bibliography and are graded for students between the primary and 12th grade level. This bibliography is a supplement to "An Annotated Bibliography of Young People's Fiction on American Indians," Curriculum Bulletin No. 11, published in January 1972. The purpose of this supplement is to provide teachers and librarians with more materials which can be used to help American Indian children gain pride in their Indian heritage and in themselves. It is also hoped that these materials will help non-Indian children to gain a deeper understanding of their Indian brothers. Each of the books has either been written by an Indian or has been reviewed from an Indian viewpoint. Consequently, the books listed in this supplement have been included for their accuracy and fair treatment of the Indian. This bibliography, unlike the first, contains both fiction and nonfiction works. (Author/FF)

ED 070 548

RC 006 620

Preston, James D. Spiekerman, Danette

**An Analysis of Bond Issue Elections as Indicators of Socio-Economic Development Potential.**

Pub Date 9 Jan 70

Note—8p.; Paper prepared for Texas Agricultural Experiment Station Annual Conference, College Station, Texas, January 7-9, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Bond Issues, \*Community Development, Expenditures, Labor Force, Migration Patterns, Public Facilities, \*Rural Development, \*Rural Economics, \*Socioeconomic Influences

An Index of Development Potential based primarily on the success communities have had in passing bond issues is suggested in this paper. Ten Texas communities were studied using an index composed of 3 measures: the ratio of bond issue success, total bond expenditure per capita, and labor force potential. A composite score was derived from these measures for each community. Tentative conclusions were that the suggested Index of Developmental Potential was internally consistent and that the variables appeared to be indicative of the developmental potential of communities. Suggestions for future research were that other researchers be encouraged to suggest other relevant dimensions which might indicate a community's potential for development and that research should be directed towards relating structural characteristics of communities to the Index of Developmental Potential. (PS)

ED 070 549

RC 006 630

McComas, J. D. And Others

**Inside the Hatch Valley: A Study of a Rural New Mexico Community. Resident Instruction Series No. 1.**

New Mexico State Univ., Las Cruces.

Report No.—NMSU-RI-S-1

Pub Date Oct 64

Note—86p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Agriculture, Community Change, \*Community Organizations, Economic Factors, Educational Planning, \*Extension Education, History, Religion, \*Rural Areas, \*Rural Urban Differences

Identifiers—\*Hatch, New Mexico

Personnel enrolled in the course Rural Organization and Development at New Mexico State University made an active study of the rural community of Hatch, New Mexico. The results of the study were included in this report, along with some sociological concepts and considerations which may be of use to those in agricultural and extension education. A total of 101 interviews were conducted to gather information in the areas of churches, schools, business, agriculture, and civic organizations. Major findings of the study were that many people in the various churches were not ready for federation of churches even though membership and finances were problems, that communication between the school system and the community appeared to be an important problem, that many purchasers felt that they should patronize local merchants, that labor and water problems were the most frequently cited agricultural problems, and that 40% of the interviewees were not aware of activities being conducted by civic organizations. Copies of the interview schedules used are appended to the report. (PS)

ED 070 550

RC 006 631

Guierrez, Lorraine P.

**Attitudes Toward Bilingual Education: A Study of Parents with Children in Selected Bilingual Programs.**

Pub Date 3 May 72

Note—182p.; Doctor's dissertation submitted to the University of New Mexico, Albuquerque, New Mexico

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Biculturalism, \*Bilingual Education, Community Attitudes, Family Income, Language Ability, \*Mexican Americans, \*Parent Attitudes, \*Socioeconomic Status, \*Spanish Speaking

Identifiers—\*Albuquerque Public School System, New Mexico

The purpose of this study was to investigate the attitudes toward bilingual education of parents whose children were in bilingual programs and to find if attitude differences related to sex, age, mobility, and education existed between income groups. The sample consisted of 110 pairs of parents whose children were in bilingual programs in 10 schools in the Albuquerque Public School System. The sample was divided into 2 socioeconomic groups based on occupation and subdivided by sex, age, mobility, and education. A 63-item questionnaire was administered to each pair of parents by a trained Spanish-speaking interviewer. The results indicated an homogeneous positive attitude toward bilingual education with few significant differences between socioeconomic groups. It was also found that those under age 35 were more positive in their attitudes than were the older group, that amount of education did not seem to alter attitudes significantly, and that the amount of mobility significantly affected the response toward certain statements. The major conclusion of the study was that parents enthusiastically approved of the on-going bilingual and bicultural programs to which their children were being exposed. [Not available in hard copy due to marginal legibility of original document.] (PS)

ED 070 551

RC 006 637

Poehlman, Charles H., Comp.

**Annual Report, 1971-1972, to the United States Bureau of Indian Affairs. Indian Education Program [Nevada].**

Nevada State Dept. of Education, Carson City.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date Oct 72

Note—54p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*American Indians, \*Annual Reports, Average Daily Attendance, Dropouts, \*Educational Finance, Enrollment, \*Federal Aid, Federal Legislation, Program Descriptions, \*State Programs, Tables (Data)

Identifiers—\*Johnson O Malley Act, Nevada

After a brief discussion of the Johnson-O'Malley Program in Nevada, the State's expenditures for the fiscal year July 1, 1971, to June 30, 1972, are reported. Nevada's Indian Education Program is the result of the Johnson-O'Malley Act (JOM), which provides funds for the administration of the program and for the payment of tuition to school districts which enroll eligible American Indian children. This fiscal year, Nevada's allocation of JOM funds amounted to \$194,750. Reports of JOM expenditures and special fund allocations are presented by school district. Also presented by school district are tabulated data on enrollment and attendance. Data from a 5-year survey of Indian dropouts are given according to sex and to the reason for dropping out. Nevada's plan for distribution of JOM contract funds, the procedures for determination of State apportionment for Nevada public schools, and the revised JOM guidelines are also included. A related document is ED 055 709. (NQ)

ED 070 552

80

RC 006 638

**A Resource Manual For Implementing Bilingual Education Programs.**

Good Neighbor Commission of Texas, Austin.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [72]

Note—163p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Art Activities, \*Bilingual Education, Cultural Background, Cultural Differences,

\*Elementary Grades, \*English (Second Language), History, Language Development, Linguistics, Mathematics, \*Mexican Americans, Social Structure, Social Studies, \*Teaching Techniques

Bilingualism has occurred for many years wherever countries with different languages border each other. Recently, bilingual education has begun to have a position in the formal education process of schools throughout the United States with students whose first language is not English. This bulletin, designed with the hope that it can assist school teachers or administrators in designing, implementing, and conducting bilingual education programs, discusses the bilingualism of Mexican-Americans. For a bilingual education program to work with Mexican-Americans, a person must understand, or at least know about, certain aspects of the Mexican-American culture. This bulletin discusses the history of Mexican-Americans in southern Texas since 1836, the social structure of their communities and home life, their religion, the differences between their basic value configurations and those of Anglo-Americans, and how their culture affects their education. The role of linguistics and a person's first language in a bilingual program, methods and techniques for second-language teaching, and bilingual teaching in content areas are also discussed. General suggestions for language teaching, techniques for teaching reading and writing, reinforcement activities, and art activities are given. Sample lessons, in both English and Spanish, are included for 1st grade science, 2nd and 4th grade mathematics, 5th and 6th grade art, and 3rd and 6th grade social studies. (NQ)

ED 070 553 32 RC 006 639

**A Teacher and Teacher Aide Guide for Programs for the Education of Migrant Children.**

Texas Education Agency, Austin. Migrant and Preschool Programs.

Pub Date 72

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Ancillary Services, Bibliographies, Curriculum Enrichment, Educational Planning, Elementary Grades, Enrichment Programs, \*Migrant Child Education, Preschool Programs, \*Program Descriptions, \*Program Guides, Secondary Grades, \*Teacher Aides, \*Teachers

Identifiers—\*Texas

The Texas Education Agency's teacher and teacher aide guide for programs for the education of migrant children discusses the Texas Child Migrant Program. A description of the program, its philosophy of migrant education, its definition of a migrant child, and its goals and objectives are presented. The following topics are also discussed in relation to the Texas Child Migrant Program: nonverbal communication, preparations and planning for teachers and aides, teacher-teacher aide interpersonal relationships, ancillary services, parental involvement, the national migrant record transfer system, the eligibility and parental permission forms, the application for ancillary services, and the use of regional education service center consultants. Suggestions for a procedure for oral language programs, for the utilization of teacher aides, and for an in-service training program are presented in the guide. The following programs are described: (1) the Texas Child Migrant program for 4-year-olds, (2) the Migrant Kindergarten Program, (3) the Seven Month School Program, (4) secondary programs for grades 7-12, and (5) various enrichment programs. Also included is a 14-page bibliography listing curriculum materials, testing materials, professional reference materials, and bibliographies and catalogs which are pertinent to the education of migrant children. A related document is ED 049 872. (NQ)

ED 070 554 32 RC 006 640

**Texas Child Migrant Program. Migrant and Preschool Programs.**

Texas Education Agency, Austin. Migrant and Preschool Programs.

Pub Date 72

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Agency Role, Child Development Centers, \*Educational Objectives, Elementary Grades, \*Enrichment Programs, \*Migrant Child Education, Preschool Programs, \*Program Descriptions, Secondary Grades, \*State Programs, Summer Institutes

Identifiers—\*Texas

The aim of the Texas Child Migrant Program is for each school district to develop a migrant program designed to meet the educational needs of the children of that school system. Each district is encouraged to implement new ideas, activities, and changes which will improve the education of migrant children. The basic goal of the Texas Child Migrant Program is the development of a comprehensive and total educational program which will help the migrant child realize his highest potential, creatively and usefully, and which will prepare him to take his place in the educational mainstream. This bulletin describes the program in terms of its objectives, project activities, staff and program development, summer institutes for migrant school personnel, and summer school programs for migrants. The Texas Child Migrant Program consists of 2 types—the 7-month program and the Enrichment Program, which is a supplementary educational service. Other projects for migrant children include the preschool program, the 4-year-old program, the demonstration school, and the interstate cooperation program. A list of the Texas Migrant Project schools for the school year 1972-73 is included. A related document is ED 056 824. (NQ)

ED 070 555 RC 006 641

**Texas Migrant Labor. Annual Report, 1971.**

Good Neighbor Commission of Texas, Austin.

Pub Date 71

Note—89p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Agricultural Laborers, \*Annual Reports, Bilingual Education, Education, Foreign Workers, Health, Housing, \*Mexican Americans, \*Migrant Workers, Migration Patterns, \*Socioeconomic Influences

Identifiers—\*Texas

The Good Neighbor Commission of Texas, organized under a Federal grant in 1943 and later constituted as an agency of state government by legislative mandate, is charged under its basic law to coordinate the work of the Federal, State, and local government units endeavoring to improve the travel and working conditions of Texas migrant farm workers. A basic responsibility in this effort is to survey conditions and determine problem areas related to migrant workers and take an active part in the development of assistance programs. The Commission's efforts in correlating and evaluating operational programs for migrants and their families is the basis for this annual report. An overview of Texas migrant labor describes the emergence and finally the domination of the seasonal agricultural labor force by Spanish-speaking people. Topics discussed include Texas agriculture and migrant labor, the Texas Inter-Agency Task Force on Migrant Labor, the role of the Church in migrant matters, bilingual education in Texas, alien labor and immigration, and a description of the Farmers Home Administration. Current developments in education, housing, health, job development and employment, and resumes of specific Federal programs are also presented. A look at the trends in farm labor and what has been happening to the local domestic, migratory, and foreign worker in the past decade comprises the summary of data for 1971. A related document is ED 057 936. (HBC)

ED 070 556 RC 006 643

**Off-Reservation Boarding School Project (ORBS Project).**

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

Pub Date Jul 72

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administration, \*American Indians, \*Boarding Schools, Consultants, \*Curriculum, Educational Facilities, Educational Finance, Educational Needs, Health Services, Human Relations, \*Program Evaluation, \*Program Planning, Workshops

Identifiers—\*Off Reservation Boarding School Project

The Off-Reservation Boarding School (ORBS) Project, financed by the Bureau of Indian Affairs, is described in this document, which was presented to participants at an ORBS Project workshop. The project was devised as a vehicle for supplying the answers to the following unanswered questions concerning Indian education: Should ORBS continue to serve the needs of Indian youngsters? If so, what kinds of schools should

and can they be? Should some of them have special purposes? What types of students should be enrolled? And most important, how does the entire subject of ORBS relate to the policy of self-determination? The general objectives for the ORBS Project are to review and develop long-range goals, identify and describe the existing program, and provide recommendations for meeting the agreed-upon long-range goals and objectives. Area offices, the school board, the evaluator and chairman, the budget, peripheral dormitories, consultants, report reproduction, timing, and steps to ORBS are topics listed under the section on ORBS procedures, which describes how ORBS works. Summaries of the ORBS program categories, by which each ORBS is to be analyzed, such as the goals and philosophy, the school plant, the curriculum or instructional program, the out-of-class activities, administration, evaluation, admission practices, plant management, public and human relations, and health services are also included. (HBC)

ED 070 557 RC 006 644

**Underwood, George W., Comp. Pierce, James R., Comp.**

**Evaluation Report of the Special Scholarship in Law for American Indians.**

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

Pub Date 72

Note—53p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, \*American Indians, Job Placement, \*Law Schools, Organizations (Groups), Personnel Selection, \*Program Evaluation, \*Recruitment, \*Scholarships

Identifiers—\*University of New Mexico

The evaluation team was contracted by the Bureau of Indian Affairs (BIA) to conduct an overall independent evaluation of the American Indian Scholarship Program at the University of New Mexico. Findings include that the University of New Mexico is considered by law students and graduates as the center for legal education for Indians; that the per capita cost for law students was high during the first 4 years of the program; that the increased number of law students has decreased the per capita cost although the program has required more money during each year of operation; and that recruitment of students is very good, with students from approximately 50 tribes, coming mostly from west of the Mississippi River, and a high percentage of women students. The evaluation team made 9 recommendations, including that students' records should include the quantum of blood, manner of recruitment, and current progress; that applicants should be advised of the specific reason for rejection; that applicants should be advised at the earliest possible date that Summer Orientation is optional for well-qualified applicants; that detailed fiscal records should be maintained for each student; and that each graduate's file should reflect the date of admission to the bar and the jurisdiction. (FF)

ED 070 558 RC 006 645

**Streiff, Paul R.**

**Evaluation Report of the Center for the Study of Migrant and Indian Education, Toppish, Washington.**

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

Pub Date 72

Note—57p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*American Indians, \*Facility Case Studies, \*Federal Aid, Financial Support, \*Migrant Education, \*Program Evaluation, Service Education

Identifiers—\*Johnson O Malley Act

The effectiveness (in terms of educational services for American Indians received for dollars spent) of Johnson O'Malley (JOM) funding for the Center for the Study of Migrant and Indian Children was evaluated. The approach to the evaluation of the Center was based on the working definition used by the Division of Evaluation and Program Review of the Bureau of Indian Affairs (BIA) Office of Education Programs, which includes (1) determining the decision areas of concern, (2) selecting, collecting, and analyzing information needed in making those decisions, and (3) reporting that information to the appropriate decision-makers so that they may de-

cide among alternative courses of action. The information categories examined were background, legalities and Indian involvement, objectives, budget and finance, and Center components. Conclusions and recommendations included the following: (1) the Center's activities to date are worthwhile and defensible under JOM funding, and JOM funding should be continued in FY 1974; (2) since possibly the combining of migrants and Indians is not helpful, but instead results in difficulties with both groups, efforts should be made to clarify the population to be served; (3) the role of the Center and the problems it is attempting to resolve should be better defined; and (4) the role of and services offered by Central Washington State College should be clarified. Included in the appendixes are documents pertaining to the history of the Center. (FF)

**ED 070 559** RC 006 646

Jeffery, James R., Comp.

**Information Needs to Support an Evaluation Process for Bureau of Indian Affairs Educational Programs.**

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.  
Report No.—BIA-IERC-RE-16

Pub Date Dec 72

Note—38p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*American Indians, Attendance Records, Data Processing, Educational Accountability, \*Educational Programs, \*Evaluation Methods, \*Information Needs, \*Objectives, State Agencies

Identifiers—Bureau of Indian Affairs

The purpose of this paper is to provide the Director of the Office of Education Programs with an instrument with which to develop an educational data base for providing information to evaluate the education programs of the Bureau of Indian Affairs (BIA). Some specific issues and questions are presented along with background information. BIA educational information needs are identified in the following areas: assessment of needs, establishment of goals and objectives, planning for implementation, operation, evaluation, evaluation recycling, and pupil accounting. The proposed technical approach to the development of an education information program includes the utilization of a financial accounting sub-system and a pupil accounting sub-system. Steps suggested for the implementation of these programs are that (1) recoding for the financial management sub-system should be completed early in Fiscal Year 1973, (2) elements of data should be collected in the fall of 1972 and made a part of the permanent pupil record system shortly thereafter, (3) plans should be developed for collecting pupil enrollment and attendance information, (4) plans should be made to administer an appropriate standardized achievement test to all pupils in attendance at Indian schools, (5) work should be done to develop uniform terminology for pupils and curriculum, and (6) work should be begun on standardized evaluation methods. (PS)

**ED 070 560** RC 006 647

Picou, J. Steven, And Others

**The Social Psychologies of Blacks and Whites: Different Paths to Educational Achievement Expectations.**

Spons Agency—Department of Agriculture, Washington, D.C.

Pub Date Apr 72

Note—27p.; Paper presented at the annual meetings of the Southern Sociological Society, New Orleans, Louisiana, April 1972

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Academic Aspiration, \*Area Studies, \*Caucasians, Decision Making, \*Negroes, Peer Relationship, \*Rural Urban Differences, \*Social Psychology, Socioeconomic Status, Statistical Analysis, Tables (Data)

The objectives of this research were to develop a basic model for the formation of adolescents' educational plans, which incorporated several social psychological factors as intervening variables, and to analyze this model for both black and white adolescents residing in Deep-South rural and urban communities. The methodology employed consisted of a proportionate, stratified, random cluster sample of 3,245 Louisiana high school seniors. The analysis revealed that substantial variations existed by race for the effects

of significant other influence, academic performance, and academic achievement orientation. Academic performance was found to have the largest direct effect of all the predictor variables for the educational plans of the black respondents, whereas the most powerful single predictor for the white was significant other influence. These findings and others are discussed with regard to recent causal research in this area, and suggestions for future empirical studies on the social psychological determinants of educational choice are provided. (HBC)

**ED 070 561** RC 006 648

Wilson, Alfred P. Moon, Edward L.

**Valuing Employee Benefits by Teachers of Small Schools.**

Pub Date [72]

Note—6p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Elementary School Teachers, \*Employee Attitudes, \*Fringe Benefits, Secondary School Teachers, \*Small Schools, \*State Surveys, Statistical Analysis, Tables (Data), \*Tenure

Identifiers—\*New Mexico

The primary focus of this study was to report the value that teachers in small schools placed on employee benefits. The Employee Benefits Questionnaire, an attitude measuring instrument, was sent to 266 teachers representing 19% of the school districts in New Mexico. From the 79.9% response, respondents were found to be about 59% tenured, 34% male, and approximately 50% elementary teachers. The results indicated that of the 51 items included in the questionnaire, 11 were ranked 3 or more rankings apart. It was further indicated that the differences which existed between tenured and non-tenured, male and female, and elementary and secondary teachers were so small that the groups seemed to be homogeneous. The top 3 benefits, as evidenced by teacher response to this questionnaire, were freedom to determine teaching methods, small student-teacher ratio, and accumulative sick leave. (HBC)

**ED 070 562** 24 RC 006 653

**Development of a Problem Solving Capability for Rural School Districts. Final Report.**

Seattle Public Schools, Wash.

Spons Agency—Office of Education (DHEW), Washington, D.C. Regional Research Program.

Bureau No.—BR-2-J-015

Pub Date Nov 72

Contract—OEC-X-72-0005(057)

Note—51p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Administrative Organization, Educational Facilities, Educational Technology, Enrollment Projections, \*Information Dissemination, Information Storage, \*Management Information Systems, \*Problem Solving, \*Rural Areas, \*School Districts, Staff Utilization

Identifiers—Washington State

A model was developed to be used in the resolution of problems in the rural and suburban school districts in Intermediate School District #110 service area of King County, Washington. The system based on this model was used to move information from the professional/technical base to the manager confronted with the problem resolution. The problem resolutions involved staffing, enrollment, space, migration, and dropouts. It was decided that the restraints and requirements necessary to operate in a problem-solving capacity in the rural school district have been identified and that educational management has been receptive to the new ideas associated with this problem-oriented concept. It was noted that, in the future, the main effort will be directed toward the design of the management information system to insure its excellence in meeting the needs of local administrators. Appended are 25 charts and diagrams, and a 25-item bibliography is included. (PS)

**ED 070 563** RC 006 654

Shames, Deborah, Ed.

**Freedom with Reservation: The Menominee Struggle to Save Their Land and People.**

Pub Date 72

Note—116p.

Available from—National Committee to Save the Menominee People and Forests, Inc., 520 University Avenue, Madison, Wisconsin 53703 (\$2.50 plus postage)

Document Not Available from EDRS.

Descriptors—\*American Indians, \*Economic Factors, Educational Problems, \*Federal Legislation, Forestry, Health Needs, \*Legal Problems, \*Reservations (Indian), Tribes, Welfare Recipients

Identifiers—\*Menominee Indians

Problems concerning the decision to terminate the Menominee Reservation in Wisconsin and the effects of termination on the Menominee Indians are discussed in this book. A brief history of the Menominee is presented which covers the enactment of termination in 1961; the resultant conversion of the former reservation to county status; and the creation of Menominee Enterprises, Inc. (MEI) to hold and administer the tribal assets. Also discussed are the major problems which the Menominee faced at that time in the areas of welfare, health, and education. Menominee people, opposed to the cessation of tribal status, united to form an organization for the Determination of Rights and Unity for Menominee Shareholders (DRUMS). The goals of DRUMS were to seek legislation that would provide for the restoration of the Menominee tribal status, a reopening of the tribal rolls, a democratic restructuring of MEI, a replacing of tribal assets in Federal trust, and a repurchasing and restoration of all land lost as a result of termination and to find other measures aimed at developing the county. The Wisconsin congressional delegation introduced into Congress a tribal restoration bill to reverse termination on April 20, 1972. (PS)

**ED 070 564** RC 006 656

Lyson, Thomas A.

**Educational Mobility and Parental Interest: A Comparative Study of Rural Youngsters in Norway and the United States.**

Pub Date 72

Note—92p.; Master's thesis submitted to West Virginia University, Morgantown

Available from—Inter-library Loan from West Virginia University, Morgantown, West Virginia

Document Not Available from EDRS.

Descriptors—Academic Achievement, \*Academic Education, Comparative Analysis, \*Educational Mobility, Educational Objectives, Occupations, \*Parent Attitudes, \*Rural Youth, School Systems, Social Class, \*Socioeconomic Status

Identifiers—\*Norway

Some of the structural barriers to the upward educational mobility of rural young people in Norway and the United States were explored in this study. Inquiry was focused on the degree to which perceived parental interest, academic performance in school, and social class origin influence plans for further academic education. The study population was drawn from 4 rural areas in the United States and 3 rural areas in Norway. Data was collected by means of a self-administered questionnaire in the schools in the 7 areas. The variables in the study were educational plan, social class origin, parental support, grade standing, and sex. Major conclusions were that parental support, social class origin, and grade standing have important independent and interrelated effects on educational mobility in both Norway and the United States; that social class origin and grade standing were the more consistent determinants of educational mobility in the Norwegian comprehensive school and the American high school populations; and that parental support exerts very important influences among all American high school boys and among lower class boys in the Norwegian comprehensive school. (PS)

**ED 070 565** RC 006 657

**State of California Migrant Services Program. [1970].**

California State Dept. of Human Resources Development, Sacramento.

Pub Date [70]

Note—43p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Criteria, Day Care Services, \*Facility Guidelines, Infants, \*Migrant Housing, \*Migrants, \*Program Planning, State Programs

Identifiers—\*California

The California Migrant Services Program is a comprehensive attempt to provide resources to meet the unique problems of migrant farm workers and their families. The purpose of this program, started as a result of the Economic Opportunity Amendments of 1967, is to provide to



assist migrant and seasonal farm workers and their families in improving their living conditions and in developing skills necessary for a productive and self-sufficient life in an increasingly complex and technological society. The criteria required in setting up the statewide program, which is to include services in the areas of housing, health, day care, education, and dental care, are given. Also included are the criteria to be employed by the Local Applications Advisory Board in the allocation of funds for housing projects under the migrant services program; the criteria for the shelter units, plans, sites, and facilities; and the tenant rental rules. The special terms and conditions, general terms and conditions, and the fair employment practices addendum of the Migrant Program Grant Agreement are presented as an example of the agreement. The purpose, services, guidelines, and conditions of the planned migrant day care program are given; and migrant infant care is discussed in terms of its significance, the method of approach, the results expected from such a program and the assessment of these results, local program improvement, the project personnel, and its significance to other areas of the state besides the proposed trial sites. (NQ)

## SE

ED 070 566 SE 013 889

Herron, R. G.

## Navy Space and Astronautics Orientation.

Bureau of Naval Personnel, Washington, D. C.; Naval Personnel Program Support Activity, Washington, D. C.

Report No.—NAVPERS-10488

Pub Date 67

Note—235p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Aerospace Education, Aerospace Technology, \*Instructional Materials, Military Science, \*Military Training, Navigation, \*Post Secondary Education, \*Space Sciences, \*Supplementary Textbooks, Textbooks

Fundamental concepts of the spatial environment, technologies, and applications are presented in this manual prepared for senior officers and key civilian employees. Following basic information on the atmosphere, solar system, and intergalactic space, a detailed review is included of astrodynamics, rocket propulsion, bioastronautics, auxiliary spacecraft survival systems, and atmospheric entry. Subsequently there is an analysis of naval space facilities, and satellite applications, especially those of naval interests, are discussed with a background of launch techniques, spatial data gathering, communications programs, observation techniques, measurements by geodetic and navigation systems. Included is a description of space defense and future developments of both national and international space programs. Moreover, commercial systems are mentioned, such as the 85-pound Early Bird (Intelsat I), Intelsat II series, global Inmarsat III series, and Soviet-made "Molniya" satellites. The total of 29 men and one woman orbiting the earth in 1961-67 are tabulated in terms of their names, flight series, launching dates, orbit designations, orbiting periods, stand-up periods, and extra vehicular activity records. Besides numerous illustrations, a list of significant space launches and a glossary of special terms are included in the manual appendices along with two tables of frequency band designation. (CC)

ED 070 567 SE 014 080

Wallace, Charles William

## An Investigation of the Relationships Among Selected Attitudinal-Personality Characteristics and Success of Teachers in Installing an Innovative Elementary Science Curriculum.

Pub Date 71

Note—146p.; Ph.D. Dissertation, Syracuse University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-6639 M-\$4.00 X-\$10.00)

Document Not Available from EDRS.

Descriptors—Achievement, Adoption (Ideas), \*Curriculum Development, Doctoral Theses, \*Elementary School Science, Instruction, \*Prediction, Teacher Attitudes, Teacher Behavior

Identifiers—\*Research Reports, SAPA, Science A Process Approach

The purpose of this study was to determine what variables among a selected number of teacher characteristics and teacher perceptions of school environment contribute to the successful installation of Science - A Process Approach (SAPA). Success in installation was determined by the number of exercises used and by proficiency on SAPA Competency Measures. Three instruments, The Purdue Teacher Opinionnaire, Stern Activities Index, and Organizational Climate Index provided data for the independent variables. The sample for the study was drawn from 286 elementary teachers in grades K-4 in 21 school districts. The number of exercises used correlated significantly with pupil proficiency. Results of the study also indicated certain teacher personality characteristics, and aspects of the school environment were related to the teacher's performance in teaching and pupil achievement. (Author/RH)

ED 070 568 SE 014 081

Bassett, Jimmy Floyd

## An Analysis of the Oral Questioning Process and Certain Causal Relationships in the Elementary School Science Classroom.

Pub Date 71

Note—143p.; Ed.D. Dissertation, East Texas State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-10,790 M-\$4.00 X-\$10.00)

Document Not Available from EDRS.

Descriptors—\*Administrative Organization, Behavioral Science Research, Classroom Communication, Doctoral Theses, Educational Research, \*Elementary School Science, Oral Communication, \*Questioning Techniques, Science Education, Teacher Behavior, \*Teacher Characteristics

Identifiers—Research Reports

The purpose of this study was to analyze the oral questioning process in elementary school classrooms and to attempt to determine the relationship of certain selected factors to the oral questioning process. The sample consisted of 60 elementary school science teachers teaching the fourth, fifth, and sixth grades. Questions were classified into one of the seven categories identified by Kleinman. It was concluded that the variables of teacher age, years of teaching experience, academic rank, and academic preparation related significantly to the types of oral classroom questions asked by elementary school teachers. In general, it was concluded that characteristics of the classroom teacher had a more predictive relationship for identifying certain types of oral classroom questioning behavior of teachers than did administrative variables studied. (Author/RH)

ED 070 569 SE 014 083

Liddle, Edward Maynard

## A Quasi-Experimental Study of the Effects of Two Modes of Instruction on the Attitudes of Preservice Elementary Teachers in the Area of Science Teaching.

Pub Date 71

Note—169p.; Ph.D. Dissertation, Michigan State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-8733, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—\*Attitudes, Doctoral Theses, \*Elementary School Science, \*Instruction, Methods Courses, Scientific Attitudes, Teacher Attitudes, \*Teacher Education, Undergraduate Study

Identifiers—Research Reports

The purpose of this study was to assess and compare the effects of two modes of small-group instruction in an elementary science methods course upon the attitudes held by preservice elementary teachers related to science and the teaching of science. Eighty junior- and senior-level students enrolled in a course at Michigan State University were the subjects of the study. Instruction in ten small group sessions was used as the treatment. Two types of treatment were provided. One treatment was designated as auto-instructional, while the other was designated as lecture-demonstration. The analyses indicated that the lecture-demonstration group showed greater positive changes in attitudes than the auto-instructional treatment group. (RH)

ED 070 570

SE 014 094

LaDuca, Anthony

## A Behavioral Content Analysis of Teacher's Editions of Selected Junior High School Inquiry Science Curricula.

Pub Date 71

Note—162p.; Ph.D. Dissertation, New York University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-11,465 M-\$4.00 X-\$10.00)

Document Not Available from EDRS.

Descriptors—Curriculum, Doctoral Theses, \*Instructional Materials, \*Questioning Techniques, Science Education, \*Secondary School Science, Teaching Guides, Teaching Models, Teaching Procedures, \*Textbook Evaluation, \*Textbooks

Identifiers—Earth Science Curriculum Project, Interaction of Man and the Biosphere, Interaction of Matter and Energy, Intermediate Science Curriculum Study, Introductory Physical Science, Research Reports

The purpose of this study was to identify the teaching models contained in teacher's editions of selected junior high school inquiry science materials. The methodology employed a systematic content analysis of the teacher's editions using an instrument of the investigator's design. The sample consisted of the commercially published teacher's editions from the following curricula: (1) Earth Science Curriculum Project (ESCP); (2) Interaction of Man and the Biosphere (IMB); (3) Interaction of Matter and Energy (IME); (4) Intermediate Science Curriculum Study (ISCS); and (5) Introductory Physical Science (IPS). As a result of the analysis, the editions were divided into three groups identified as: the Lecture/Discussion Model, the Inquiry Discussion Model, and the Process Management Model. The latter two seem appropriate to the accomplishment of inquiry objectives, while the first shows serious limitations. (Author/RH)

ED 070 571 SE 014 118

## Quartermaster 1 and C, Rate Training Manual.

Bureau of Naval Personnel, Washington, D. C.;

Naval Personnel Program Support Activity,

Washington, D. C.

Report No.—NAVPERS-10151-C

Pub Date 69

Note—192p.; Revised 1969

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Instructional Materials, Job Training, \*Military Personnel, \*Military Science, Military Training, \*Navigation, \*Post Secondary Education, Radar, \*Supplementary Textbooks

The subject matter of this training manual is prepared for regular navy and naval reserve personnel. Operations of gyrocompasses and magnetic and magnetyn compasses are discussed with a background of error determination, compass adjustments, and degaussing applications. Navigation techniques are analyzed in terms of piloting, dead reckoning, determination of celestial lines of position, and radar, loran, consol, decca, and omega systems. To train the reader as an assistant to either a navigator or an officer of the deck (OOD) or a junior officer of the deck (JOOD), further explanation is made of ship handling, weather maneuvering, and OOD, JOOD, and navigator duties. Information on rules of the road, publications for navigation use, rating structures, and administration of records and reports is also provided. Besides illustrations for explanation purposes, an edited reprint of the reverse side of the June 1966 pilot chart of the North Atlantic is included in the appendix. (CC)

ED 070 572 SE 014 119

## Introduction to Sonar, Navy Training Course.

Bureau of Naval Personnel, Washington, D. C.;

Naval Personnel Program Support Activity,

Washington, D. C.

Report No.—NAVPERS-10130-B

Pub Date 68

Note—186p.; Revised 1968

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Acoustics, Instructional Materials, \*Job Training, \*Military Personnel, Military Science, Military Training, Physics, \*Post Secondary Education, \*Supplementary Textbooks

Fundamentals of sonar systems are presented in this book, prepared for both regular navy and

naval reserve personnel who are seeking advancement in rating. An introductory description is first made of submarines and antisubmarine units. Determination of underwater targets is analyzed from the background of true and relative bearings, true and relative motion, and computation of target angles. Then, applications of both active and passive sonars are explained in connection with bathythermographs, fathometers, tape recorders, fire control techniques, internal and external communications systems, maintenance actions, test methods and equipment, and safety precautions. Basic principles of sound and temperature effects on wave propagation are also discussed. Illustrations for explanation use, information on training films and the sonar technician rating structure are also provided. (CC)

**ED 070 573** SE 014 120

**Engineering Administration.**

Bureau of Naval Personnel, Washington, D. C.;  
Naval Personnel Program Support Activity,  
Washington, D. C.

Report No.—NAVPERS-10858-D

Pub Date 69

Note—240p.; Revised 1969

**EDRS Price MF-\$0.65 HC-\$9.87**

Descriptors—\*Administrator Responsibility, \*Engineering, Instructional Materials, Job Training, Management Education, Military Organizations, \*Military Personnel, Military Training, \*Post Secondary Education, \*Reading Materials, Supplementary Textbooks

This book is intended to acquaint naval engineering officers with their duties in the engineering department. Standard shipboard organizations are analyzed in connection with personnel assignments, division operations, and watch systems. Detailed descriptions are included for the administration of directives, ship's bills, damage control, training exercises, shipboard maintenance, record and report systems, supply forms, engineering readiness and preparedness, gasoline and fuel oil storage, and shipwork and repair activities during availabilities. Information concerning the procurement, laying up, and trial of ships is also included. Moreover, illustrations are provided for explanation use. (CC)

**ED 070 574** SE 014 121

**Opticalman 1 and C, Rate Training Manual.**

Bureau of Naval Personnel, Washington, D. C.;  
Naval Personnel Program Support Activity,  
Washington, D. C.

Report No.—NAVPERS-10206

Pub Date 66

Note—184p.; Revised 1966

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Equipment Maintenance, Instructional Materials, Mechanical Equipment, Military Personnel, Military Science, \*Military Training, \*Optics, Physics, \*Post Secondary Education, \*Supplementary Textbooks

The technical subject matter of this rate training manual is written for regular navy and naval reserve personnel. Responsibilities for optical shop administration, supervision, and training are discussed in detail. Metals are studied in connection with heat treating processes. Characteristics of light are analyzed to familiarize students with interference, polarization, and double refraction phenomena. Following discussions of basic theories in construction, step-by-step procedures are described for the disassembly, reassembly, maintenance, and repair of submarine periscopes, ship-mounted binocular Mark 3 Mod 2, turret periscope Mark 20 Mod 6, tilting-prism telescope gunights, and rangefinders including stereoscopic rangefinder Mark 42 Mod 27. Besides illustrations for explanation use, information on advancement and a training film list are also provided. (CC)

**ED 070 575** SE 014 122

**Opticalman 3 and 2, Rate Training Manual.**

Bureau of Naval Personnel, Washington, D. C.;  
Naval Personnel Program Support Activity,  
Washington, D. C.

Report No.—NAVPERS-10205-A

Pub Date 70

Note—387p.; Revised 1970

**EDRS Price MF-\$0.65 HC-\$13.16**

Descriptors—\*Equipment Maintenance, Instructional Materials, Machine Tools, Mechanical Equipment, Military Science, \*Military Training, \*Optics, Physics, \*Post Secondary Education, \*Supplementary Textbooks

Theories and practical skills for use in optical shops are presented in this rate training manual, prepared for regular navy and naval reserve personnel. Light theories are analyzed in connection with mirrors, prisms, lenses, and basic optical systems. Following fundamentals of mechanical design and construction, maintenance procedures are studied to give a general knowledge of optical repair. Special descriptions are made of such instruments as spyglasses, telescopes, magnetic compasses, azimuth and bearing circles, sextants, stadimeters, telescopic alidades, binoculars, submarine periscopes, and night vision sights. To give enough background for readers, operations of lathes, grinders, milling machines, and drill presses are also discussed. Besides illustrations for explanation purposes, information on the optical-man rating structure is also provided. (CC)

**ED 070 576** SE 014 123

**Shipboard Electronic Equipments.**

Bureau of Naval Personnel, Washington, D. C.;  
Naval Personnel Program Support Activity,  
Washington, D. C.

Report No.—NAVPERS-10794-C

Pub Date 69

Note—231p.

**EDRS Price MF-\$0.65 HC-\$9.87**

Descriptors—Digital Computers, \*Electronic Equipment, Instructional Materials, \*Military Science, \*Military Training, Navigation, Physics, \*Post Secondary Education, Radar, \*Supplementary Textbooks

Fundamentals of major electronic equipments on board ships are presented in this text prepared for naval officers in general. Basic radio principles are discussed in connection with various types of transmitters, receivers, antennas, couplers, transfer panels, remote-control units, frequency standard equipments, teletypewriters, and facsimile installations. Theoretical and practical analyses are made of radar and sonar equipments to show their capabilities and limitations. On the subject of electronic navigation, loran, shoran, omega, tacan, and satellite and ships' inertial navigation systems are presented. Also included are descriptions of digital computers, gun and missile weapon systems, direction finders, closed-circuit television sets, electronic countermeasures, communication console equipments, underwater telephones, infrared and meteorological setups, carrier control approach systems, radiac instruments, and target control installations. Illustrations for explanation purposes and a glossary of general terms are included. (CC)

**ED 070 577** SE 014 124

**Fundamentals of Petroleum.**

Bureau of Naval Personnel, Washington, D. C.

Report No.—NAVPERS-10883-A

Pub Date 65

Note—209p.; Revised 1965

**EDRS Price MF-\$0.65 HC-\$9.87**

Descriptors—Chemistry, \*Fuels, Geology, Instructional Materials, \*Military Science, \*Military Training, Petroleum Industry, \*Post Secondary Education, Safety Education, \*Supplementary Textbooks

Basic information on petroleum is presented in this book prepared for naval logistics officers. Petroleum in national defense is discussed in connection with consumption statistics, productive capacity, world's resources, and steps in logistics. Chemical and geological analyses are made in efforts to familiarize methods of refining, measuring, sampling, and testing petroleum products. Military specifications are described with a background of property requirements of kerosene, lubricating oils and greases, aviation and automotive gasolines, and jet, diesel, and burner fuels. In quality surveillance, deterioration, contamination, and reclamation aspects are presented in relation to bulk storage facilities; and in safety precautions, hazards, fire, and explosion are mentioned in relation to pipelines, tank cars, tank barges, tank trucks, and, especially tanker operations. Also included are operational procedures at fuel depots. Illustrations for explanation purposes, a glossary of general terms, and a reference list of publications are included. (CC)

**ED 070 578** SE 014 125

**Fluid Power, Rate Training Manual.**

Bureau of Naval Personnel, Washington, D. C.

Report No.—NAVPERS-16193-B

Pub Date 70

Note—305p.

**EDRS Price MF-\$0.65 HC-\$13.16**

Descriptors—Force, \*Hydraulics, Instructional Materials, \*Mechanical Equipment, Military Personnel, \*Military Science, \*Military Training, Physics, \*Supplementary Textbooks, Textbooks

Fundamentals of hydraulics and pneumatics are presented in this manual, prepared for regular navy and naval reserve personnel who are seeking advancement to Petty Officer Third Class. The history of applications of compressed fluids is described in connection with physical principles. Selection of types of liquids and gases is discussed with a background of operating temperature ranges, contamination control techniques, lubrication aspects, and safety precautions. Components in closed- and open-center fluid systems are studied in efforts to familiarize circuit diagrams. Detailed descriptions are made for the functions of fluidlines, connectors, sealing devices, wipers, backup washers, containers, strainers, filters, accumulators, pumps, and compressors. Control and measurements of fluid flow and pressure are analyzed in terms of different types of flowmeters, pressure gages, and valves; and methods of directing flow and converting power into mechanical force and motion, in terms of directional control valves, actuating cylinders, fluid motors, air turbines, and turbine governors. Also included are studies of fluidics, trouble shooting, hydraulic power drive, electrohydraulic steering, and missile and aircraft fluid power systems. Illustrations for explanation use and a glossary of general terms are included in the appendix. (CC)

**ED 070 579** SE 014 137

**Basic Nuclear Physics.**

Bureau of Naval Personnel, Washington, D. C.

Report No.—NavPers-10786

Pub Date 58

Note—271p.

**EDRS Price MF-\$0.65 HC-\$9.87**

Descriptors—Instructional Materials, Military Science, Military Training, \*Nuclear Physics, Nuclear Warfare, Physics, \*Post Secondary Education, \*Supplementary Textbooks, Textbooks, Vocational Education

Basic concepts of nuclear structures, radiation, nuclear reactions, and health physics are presented in this text, prepared for naval officers. Applications to the area of nuclear power are described in connection with pressurized water reactors, experimental boiling water reactors, homogeneous reactor experiments, and experimental breeder reactors. Naval nuclear power plants and the propulsion of naval vessels are discussed by using the atomic powered Nautilus (SSN 571) and USS Seawolf (SSN 575). To give enough background for students, related aspects are also explained in the fields of basic and modern physics. The information contained in the appendices includes symbols used in the nuclear area, values of physical constants, unit conversion formulas, a table of atomic masses, uses of general electric charts of the nuclides, a list of the elements, and a glossary of nuclear terms. Illustrations for explanation purposes are also provided. (CC)

**ED 070 580** SE 014 138

**Principles of Naval Engineering.**

Bureau of Naval Personnel, Washington, D. C.;  
Naval Personnel Program Support Activity,  
Washington, D. C.

Report No.—NAVPERS-10788-B

Pub Date 70

Note—668p.; Revised 1970

**EDRS Price MF-\$0.65 HC-\$23.03**

Descriptors—Diesel Engines, \*Engineering Education, Instructional Materials, Mechanical Equipment, \*Military Science, Military Training, \*Post Secondary Education, \*Supplementary Textbooks, Textbooks, Thermodynamics

Fundamentals of shipboard machinery, equipment, and engineering plants are presented in this text prepared for engineering officers. A general description is included of the development of naval ships, ship design and construction, stability and buoyancy, and damage and casualty control. Engineering theories are explained on the background of ship propulsion and steering, lubrication systems, measuring devices, thermodynamics, and energy exchanges. Conventional steam turbine propulsion plants are presented in such units as machinery arrangement, plant layout, piping systems, propulsion boilers and their fittings and controls, steam turbines, and heat

transfer apparatus in condensate and feed systems. General principles of diesel, gasoline, and gas turbine engines are also provided. Moreover, nuclear power plants are analyzed in terms of the fission process, reactor control, and naval nuclear power plant. Auxiliary equipment is also described. The text is concluded by a survey of newly developed hull forms, propulsion and steering devices, direct energy conversion systems, combined power plants, central operations systems, and fuel conversion programs. Illustrations for explanation purposes are also given. (CC)

**ED 070 581** SE 014 139  
**Principles of Guided Missiles and Nuclear Weapons.**

Bureau of Naval Personnel, Washington, D. C.; Naval Personnel Program Support Activity, Washington, D. C.

Report No.—NAVPERS-10784-A

Pub Date 66

Note—370p.; Revised 1966

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Instructional Materials, Mechanical Equipment, \*Military Schools, \*Military Science, Military Training, Nuclear Physics, \*Nuclear Warfare, \*Post Secondary Education, \*Supplementary Textbooks, Textbooks

Fundamentals of missile and nuclear weapons systems are presented in this book which is primarily prepared as the second text of a three-volume series for students of the Navy Reserve Officers' Training Corps and the Officer Candidate School. Following an introduction to guided missiles and nuclear physics, basic principles and theories are discussed with a background of the factors affecting missile flight, airframes, missile propulsion systems, control components and systems, missile guidance, guided missile ships and systems, nuclear weapons, and atomic warfare defense. In the area of missile guidance, further explanations are made of command guidance, beam-riding methods, homing systems, preset guidance, and navigational guidance systems. Effects of nuclear weapons are also described in categories of air, surface, subsurface, underwater, underground, and high-altitude bursts as well as various kinds of damages and injuries. Besides illustrations for explanation purposes, a table of atomic weights and a glossary of general terms are provided in the appendices. (CC)

**ED 070 582** SE 014 302

**Knamiller, Gary Wayne**

**Perceptual Frameworks for Viewing Children's Expressive Activity in a Science Learning Environment.**

Pub Date 71

Note—120p.; Ph.D. Dissertation, University of Illinois at Urbana-Champaign

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-12,250 M-\$4.00 X-\$10.00)

Document Not Available from EDRS.

Descriptors—Classroom Observation Techniques, Doctoral Theses, Educational Research, \*Elementary School Science, Learning Activities, \*Science Education, \*Student Behavior

Identifiers—\*Observational Systems, Research Reports

This was a descriptive study of six second grade children working in an environment that resembled a science activity corner in a classroom. The purpose of the study was to develop observational frameworks for viewing the children's response to the environment. Four observational frameworks which were evolved for viewing the children's expressive response to the science learning environment were: (1) The Category of Possibility, (2) The Teacher Puzzle, (3) The Apprentice, and (4) The Improvisation. Each of these is described in detail. (Author/RH)

**ED 070 583** SE 014 304

**Pearce, Richard Mott**

**An Evaluation of Expressed Level of Aspiration as a Determinant of Performance in an Undergraduate Biology Course.**

Pub Date 72

Note—168p.; Ph.D. Dissertation, Oregon State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-12,527, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—\*Achievement, \*Aspiration, \*Biology, \*College Science, Doctoral Theses, \*Motivation

Identifiers—Research Reports

The purpose of this investigation was to determine if the level of aspiration procedure consisting of knowledge of results plus goal-setting possesses a motivational property as reflected in performance on subject matter criterion instruments above that of knowledge of results alone. The sample consisted of 255 students enrolled in a three-term college biology sequence at Oregon State University. Data were collected in the spring term from five subject matter criterion instruments and scholastic orientation. Previous performance scores in the first two biology courses were used to classify the students into four performance groups. One-tailed t-tests were used to analyze the data for significance. Among the findings were the following: (1) There was a significant statistical difference between the mean performance on departmental criterion instruments of the experimental and control groups of the C performance classification only; (2) Insignificant results may have been caused by the short experimental period and conditions under which the treatment was administered; and (3) It was also concluded that the Brown-Holtzman Survey of Study Habits and Attitudes did not serve as a measure of level of aspiration. (Author/RH)

**ED 070 584** SE 014 319

**Lockett, Arnold W.**

**A Pilot Study: Investigating Selected Factors in the Academic and Professional Preparation of Preservice Secondary Science Teachers.**

Pub Date 71

Note—243p.; Ed.D. Dissertation, Wayne State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-14,588, MF-\$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, \*Instruction, \*Methods Courses, Questioning Techniques, \*Secondary School Science, \*Teacher Behavior, \*Teacher Education

Identifiers—Research Reports

The purpose of this study was to investigate the relationships between a laboratory-content-oriented secondary science methods course and the development of selected teaching competencies by pre-service secondary science student teachers. A sample of five student teachers were selected for study during their student teaching experience. Several data-gathering devices were used to obtain relevant data from the student teachers and pupils in their classes. It was concluded that the methods course was effective in assisting student teachers to develop desired competencies. (Author/RH)

**ED 070 585** SE 014 359

**Fyffe, Darrel Wayne**

**The Development of Test Items for the Integrated Science Processes: Formulating Hypotheses and Defining Operationally.**

Pub Date 71

Note—128p.; Ph.D. Dissertation, Michigan State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-16,427 M-\$4.00 X-\$10.00)

Document Not Available from EDRS.

Descriptors—\*Discovery Processes, Doctoral Theses, Educational Research, Elementary Grades, \*Elementary School Science, \*Evaluation, Objective Tests, \*Science Tests, \*Test Construction

Identifiers—Research Reports, \*Science Process Skills

This study focused on developing group test items which measure the science process skills, "Formulating Hypotheses" and "Defining Operationally". Thirty-six multiple choice questions were developed by using behavioral objectives of "Science - A Process Approach" materials. A group of 56 students who had used these materials were given the Individual Competency Measures Test. Then, the investigator-developed group test was administered to the same children. The scores on the Individual Competency Measures Test served as the external criterion measure for selection of the upper and lower 27 percent categories for calculating group test item discrimination indices. Ten items on the Formu-

lating Hypotheses and eleven items on the Defining Operationally processes were found to have a high index of discrimination. Pearson product-moment correlation coefficients were computed for the two sets of scores from the Individual Competency Measures Test and on 21 investigator-made test items with a high index of discrimination. Items from these two tests were found correlated at .001 level of significance. (Author/PS)

**ED 070 586** SE 014 378

**Baker, Douglas E.**

**The Effect on the Verbal Behavior of Selected Volunteer Junior High School Science Teachers of 1½-Serice Education in Verbal Interaction Analysis and Techniques in Indirect Instruction.**

Pub Date 72

Note—117p.; Ph.D. Dissertation, New York University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-20,616 M-\$4.00 X-\$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, \*Instruction, Junior High Schools, \*Secondary School Science, \*Student Behavior, \*Teacher Behavior, \*Teacher Education

Identifiers—Flanders System of Interaction Analysis, Research Reports, Verbal Behavior

The purpose of this study was to determine the influence of an inservice teacher education on indirect instruction. The sample was comprised of 25 junior high school teachers from the state of New York. All 25 teachers were taped three times at the beginning of the school year, three times at the middle of the year, and three times at the end. Nine teachers participated in workshops after the first observations and seven additional teachers participated in similar workshops after the mid-year recordings. Analyses indicated teachers who had participated in the workshops displayed a non-random pattern of behavior to increase indirectness. Students of these teachers also showed non-random behavior toward increased student initiated participation. Untrained teachers and their students exhibited random behavior changes in the above areas. (Author/RH)

**ED 070 587** SE 014 381

**Norton, Robert Eugene**

**A Developmental Study in Assessing Children's Ability to Solve Problems in Science.**

Pub Date 71

Note—145p.; Ph.D. Dissertation, The University of Texas at Austin

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-19,638, MF-\$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—\*Achievement, Doctoral Theses, \*Elementary School Science, \*Evaluation, Prediction, \*Problem Solving, \*Test Construction

Identifiers—Research Reports, TAB Science Puzzler

The purpose of this study was to determine: (1) Is there a relationship between previous science knowledge and problem-solving performance?, (2) Is there a relationship between IQ, age, or reading ability and problem-solving performance?, and (3) Is there a relationship between selected cognitive factors of intelligence and problem-solving performance? The sample consisted of 27 fourth, fifth, and sixth grade pupils from 10 elementary schools in Austin, Texas. A test (the TAB Science Puzzler) with five subtasks was developed for the study. Findings indicated that (1) problem-solving performance was related to previous knowledge and (2) although the selected cognitive factors were not related to total problem-solving performance, flexibility and speed of closure and reasoning were related to subtasks. No evidence was found to support a relationship between problem-solving, IQ and reading ability. Chronological age appears to be related to problem-solving in certain problem areas. (Author/RH)

**ED 070 588** SE 014 413

**200 Outdoor Science Activities, A Classroom Extension.**

Ontario Teachers' Federation, Toronto.

Pub Date 69

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29



Descriptors—Ecology, \*Elementary Grades, Environmental Education, Field Studies, Field Trips, \*Natural Resources, \*Outdoor Education, \*Science Activities, \*Teaching Guides

To encourage teachers to use the out-of-doors in their teaching, this booklet has been prepared by the Ontario Teachers' Federation. It reviews basic approaches to out-of-doors instruction, types of field trips, teacher training and sources of instructional assistance, pre-planning and follow-up for a field trip, and points to consider in evaluation. Following this are 200 outdoor science activities, each of which allows direct exposure to material things out-of-doors so pupils may gain an appreciation of their environment and an understanding of ecological relationships. Animals, birds, geology, insects, meteorology, physical science, plant life, snow, temperature, and trees are the topics of study. Each activity is briefly described and coded for unique environment or activity area (stream, marsh, open field, school year, woodlot, all areas). Concluding information lists resource books for both teachers and students in many areas of natural resources. (BL)

**ED 070 589** SE 014 491  
**Environment, United Nations Conference on the Human Environment (Stockholm, June 5-16, 1972).**

United Nations, Geneva (Switzerland). Centre for Economic and Social Information.

Pub Date 72  
 Note—23p.

Available from—Centre for Economic and Social Information, Rue Du Stand 42, 1205 Geneva, Switzerland, c/o Tribune de Geneve (\$30.00 per thousand)

**Document Not Available from EDRS.**

Descriptors—Conference Reports, \*Conferences, \*Environment, \*Human Resources, International Organizations, \*International Programs, Management, \*World Problems

Identifiers—United Nations Conference on the Human Environment

Highlights of the United Nations Conference on the Human Environment, Stockholm, Sweden, June, 1972, are presented in this news brochure. Four sections are defined: Resolutions, Reports, Statements, and Speeches. The first, Resolutions, states the declaration of principles, recommendations for action, the action plan, and institutional and financial arrangements. The second, Reports, reviews a summary of the general debate, background to the Conference, official documents, conference participants, and perspectives on Stockholm. Statements included in the third section are the non-governmental organizations' (NGO) declaration, a youth and student NGO statement, excerpts from secretary-general Waldheim's conference-opening speech, Lady Jackson's and Dr. Rene Dubos' statements stressing moral imperatives, and closing remarks by conference president Ingemend Bengtsson. Extracts from speeches, which comprise the final section, cover "The Hour of Adornment," Shirley Temple Black; "Beyond Stockholm," Maurice F. Strong; "Life is One and the World is One," Prime Minister Indira Gandhi; "Breakthrough to Action," Prime Minister Olof Palme; and "New Journey of Hope," Maurice F. Strong. (BL)

**ED 070 590** SE 014 618  
*Fezler, Lloyd LeRoy*

**The Development of a Modular-Flexible Schedule Model and Its Utilization in Building a New Secondary School Physics Curriculum.**

Pub Date 71

Note—298p.; Ed.D. Dissertation, The University of North Dakota

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-18,164 M-\$4.00 X-\$10.00)

**Document Not Available from EDRS.**

Descriptors—Curriculum, \*Curriculum Development, Doctoral Theses, Flexible Scheduling, \*Physics, Schedule Modules, \*Secondary School Science, \*Teaching Guides

Identifiers—Minnesota, Research Reports

The primary purpose of this study was to develop a secondary school physics curriculum guide for use within a modular-flexible schedule framework. A secondary aspect was to design and model modular-flexible schedule specifically for physics instruction. Information regarding flexible scheduled programs was obtained by visiting 17 secondary schools in the Minneapolis-St. Paul

area. Interviews were held with administrators, staff, and students. The guide produced reflects the basic philosophies of the three principal approaches to the study of physics and the needs of a modular-flexible schedule program. (Author/RH)

**ED 070 591** SE 014 636

*Puranajoti, Therachai*

**A Study of the Relationship Between the Verbal Interaction of Elementary Science Teachers With Their Students and Students' Creativity.**

Pub Date 72

Note—113p.; Ed.D. Dissertation, University of Northern Colorado

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-22,413 M-\$4.00 X-\$10.00)

**Document Not Available from EDRS.**

Descriptors—\*Creativity, Doctoral Theses, \*Elementary School Science, \*Instruction, \*Teacher Behavior

Identifiers—Flanders System of Interaction Analysis, \*Research Reports, Thailand, Verbal Behavior

Investigated was the relationship between verbal interaction of elementary science teachers with their students and students' creativity. Two populations were sampled from the elementary schools in Bangkok, Thailand. Eight teachers and 64 second grade students comprised the sample. Interaction was analyzed by the Flanders System. Creativity was assessed from student scores on the Torrance Tests of Creative Thinking (TTCT). Pearson product-moment correlations were used to determine relationships. Conclusions included the following: (1) Indirect teacher approaches prompted greater creative thinking; and (2) Creativity in girls was influenced to a greater extent by teacher behavior than was creativity in boys. (Author/RH)

**ED 070 592** SE 014 638

*Becker, Catherine A.*

**Higher Level Verbal Response and Higher Level Test Response of Biology Students and Their Relationship to Questioning by Biology Student Teachers.**

Pub Date 71

Note—108p.; Ph.D. Dissertation, New York University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-20,617 M-\$4.00 X-\$10.00)

**Document Not Available from EDRS.**

Descriptors—\*Biology, Doctoral Theses, \*Instruction, Questioning Techniques, \*Secondary School Science, \*Teacher Behavior

Identifiers—Flanders System of Interaction Analysis, \*Research Reports, Verbal Behavior

The purpose of this study was to determine whether there was a significant difference in the verbal responses and test responses of high school biology students as a result of training in higher level questioning of student teachers. The sample included two groups of 28 biology student teachers. The experimental group was instructed in the use of higher level questioning, while the control group received a traditional treatment of questioning. As a result of the analyses of the data, it was concluded that the instruction on higher level questioning was effective. Student teachers in the experimental group asked significantly (.01) more higher level questions on tests and verbally. They also tended to be more indirect in their instruction. (Author/RH)

**ED 070 593** SE 014 696

*Schmies, Elmer G.*

**An Investigative Approach to Elementary School Science Teaching.**

Pub Date 70

Note—97p.; Ed.D. Dissertation, The University of North Dakota

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-4503 M-\$4.00 X-\$10.00)

**Document Not Available from EDRS.**

Descriptors—Academic Achievement, Doctoral Theses, Educational Research, Elementary Grades, \*Elementary School Science, \*Instruction, \*Problem Solving, Science Education, Student Characteristics, \*Student Science Interests

Identifiers—Research Reports

This study was conducted to determine whether sixth grade students can successfully en-

gage in scientific investigation. The success of the students' investigation was measured by their proficiency in solving selected problems, interest in science, and growth in solving new problems. One class of 34 sixth grade students was selected. A battery of tests were administered before and after the treatment. The treatment included a one-semester phytochemical pilot project designed by the investigator. The students were grouped into high, average, and low achievers based on data from the Iowa Tests of Basic Skills. The ability to solve selected scientific problems, science interest, and growth in solving new problems was compared on the basis of pre- and post-test scores. Scores for boys and girls were compared separately. Results did not answer the question of whether the students had the ability for scientific investigation. Post-test scores on science interest and solving new problems were significantly higher than pre-test scores. Significant F-ratios were obtained between students in the three groups in solving selected scientific problems and solving new problems; high and average achievers were more successful than low achievers. No significant difference was obtained between the high, average, and low achievers on interest. (Author/PS)

**ED 070 594** SE 014 699

*Bennett, Roy Marshall*

**Student Achievement in Biology 101 at Iowa State University.**

Pub Date 70

Note—140p.; Ph.D. Dissertation, Iowa State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-7245 M-\$4.00 X-\$10.00)

**Document Not Available from EDRS.**

Descriptors—\*Academic Achievement, \*Biology, \*College Science, Doctoral Theses, Educational Research, High School Curriculum, \*Learning Readiness, \*Prediction, Science Education

Identifiers—Research Reports

This study was designed to identify discernible differences in high school and college group characteristics with reference to student achievement. Specifically, the emphasis was determining effects of previous programs on achievement of the students enrolled in a college biology course. The procedure was to investigate the students' high school biology and chemistry programs. For this, high school ranks were obtained along with scores on the Minnesota Scholastic Aptitude Test and English and Mathematics placement scores. Student achievement was measured in terms of two different dependent variables in college biology, utilizing an Achievement Test designed for the course and the final grades given in the course. Major findings included the following: There were significant differences among the means of the six high school biology groups in student achievement for the two dependent variables, the achievement test scores and the final grades in the college course. There were significant differences among the means of the two high school chemistry groups in student achievement for the two dependent variables. (Author/PS)

**ED 070 595** SE 014 751

**Scottish Schools Science Equipment Research Centre, Bulletin No. 57, August 1972.**

Scottish Schools Science Equipment Research Centre, Edinburgh.

Pub Date Aug 72

Note—13p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Biology, Bulletins, Chemistry, \*Laboratory Procedures, Newsletters, Physics, \*Science Equipment, \*Secondary School Science

Identifiers—\*Scotland

This bulletin of Scottish Schools Science Equipment Research Centre provides information about new scientific equipment for use in classrooms and laboratories. The sciences covered are biology, chemistry, and physics. The pieces of equipment can either be purchased from manufacturers or constructed in schools. All descriptions include advantages for the use of new equipment over other similar instruments. A detailed outline is included for constructing a hot air engine model in school workshops. (PS)

## ED 070 596

SE 014 826

Doob, P. A.

**Prospects for Simulation Gaming in Health Planning & Consumer Health Education.**

Pub Date 72

Note—78p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comprehensive Programs, \*Health, Health Education, Human Services, Instructional Media, \*Management Games, \*Models, \*Planning, \*Simulation, Teaching Techniques

This paper explores a technique, simulation gaming, used by management and by planning educators in several fields for approaching some of the elements of human relations matters and concepts. It seeks to survey the development of this method by tracing the development of the simulation gaming technique in symbolic simulation. Some of its utilities and liabilities are then identified. Simulation game topology is discussed, after which the educational and research potential of this gaming method is examined together with simulation game artifacts, cautions, and remedies for educational and research applications. Applications of the technique to health planning and consumer health education objectives generally are suggested, and a health maintenance game structure is outlined. The game model focuses on problem areas most specifically relevant for those in the comprehensive health planning sphere, rather than limited to health planning education applications per se. References conclude the work. (BL)

## ED 070 597

SE 014 898

Buffaloe, Jacquelin F.

**Reactions of Atoms and Molecules, Science (Experimental): 5316.02.**

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—16p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Atomic Structure, Behavioral Objectives, \*Chemistry, \*Curriculum, Instructional Materials, \*Objectives, Science Education, \*Secondary School Science, \*Teaching Guides

Identifiers—\*Quinmester Program

This course, intended for first year chemistry students, introduces the mole concept through the use of experimentation. Performance objectives are specified and a course outline is given. A total of 42 experiments from eight texts, sources for eight demonstrations, and suggestions for accompanying film strips and film loops are included. Lists of report topics, projects, sample problems, and discussion questions are provided; speakers and field trips in the Dade County area are suggested. Bibliographies of four state adopted texts and 18 other references are included. For other documents in this series, see ED 062 175 through ED 062 180. (DT)

## ED 070 598

SE 014 930

**Situation Report—China, El Salvador, Hong Kong, Japan, Nigeria, Republic of Korea, Taiwan, and Thailand.**

International Planned Parenthood Federation, London (England).

Pub Date Oct 72

Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Contraception, Demography, \*Family Planning, \*Foreign Countries, \*Population Trends, Programs, Resource Materials, Social Welfare, \*Statistical Data

Data relating to population and family planning in eight foreign countries are presented in this situation reports. Countries included are China, El Salvador, Hong Kong, Japan, Nigeria, Republic of Korea, Taiwan, and Thailand. Information is provided where appropriate and available, under two topics, general background and family planning situation. General background covers ethnic groups, language, religion, economy, communications, education, medical/social welfare, and statistics on population, birth and death rates. Family planning situation considers family planning associations and personnel, government attitudes, legislation, family planning services, education/information, sex education, training opportunities for individuals, families, and medical personnel, program plans, government plans, and related supporting organizations. Bibliographic sources are given. (LK)

## ED 070 599

SE 014 937

Walker, Richard L.

**Basic Reference Sources in Population/Family Planning: An Annotated Bibliography, Number 2.**

North Carolina Univ., Chapel Hill. Carolina Population Center.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date Jun 72

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Annotated Bibliographies, \*Contraception, Demography, \*Family Planning, Health Education, Information Science, \*Population Education, Reference Materials

This "Bibliography Series" is a project of the Carolina Population Center Library/Technical Information Service, University of North Carolina at Chapel Hill. It is intended as a vehicle for the dissemination of quality bibliographies on topics of current interest to librarians, researchers and students in the population/family planning field. Initial distribution of the "Series" will be free, but the service will eventually be placed on a subscription basis. Issues will appear at irregular intervals, but will number at least 12 per year. This issue, number 2, entitled "Basic Reference Sources in Population/Family Planning: An Annotated Bibliography" consists of 34 bibliographic citations—each one including the following information: title, publisher, frequency of publication, specific information about the work, and the subject headings or categories under which information dealing with population and family planning may be found. The citations have been grouped into the broad categories of Population; Medical and Related Fields; Sociology and Related Fields; Public Opinion, Current Interest; Jurisprudence, Governmental and Business. (Author/LK)

## ED 070 600

SE 014 945

**Pitts, James N., Jr., Ed. Metcalf, Robert L., Ed. Advances in Environmental Science and Technology, Volume Two.**

Pub Date 71

Note—354p.

Available from—John Wiley and Sons, Inc., One Wiley Drive, Somerset, New Jersey 08873 (\$17.95)

Document Not Available from EDRS.

Descriptors—\*Air Pollution Control, Environmental Influences, \*Essays, \*Measurement, Pollution, Technology, \*Wastes

The aim of this volume is to help delineate and solve the multitude of environmental problems our technology has created. Representing a diversity of notable approaches to crucial environmental issues, it features eight self-contained chapters by noted scientists. Topics range from broad considerations of air pollution and specific techniques for its measurement to environmental pollution by mercury and toxicity and carcinogenicity of aflatoxins. Chapters are entitled: Air Pollution—Present and Future Threat to Man and His Environment; Environmental Pollution by Mercury, Motor Vehicle Emissions in Air Pollution and Their Control; Spectroscopic Methods for Air Pollution Measurement; Agricultural Wastes and Environmental Pollution; Remote Sensing for Air Pollution Measurements; Antibacterial Drugs as Environmental Contaminants; and Toxicity and Carcinogenicity of Aflatoxins. (BL)

## ED 070 601

SE 014 950

**U.S. Office of Education Grants for Environmental Education, 1972.**

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date Sep 72

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Finance, \*Environmental Education, \*Federal Aid, Financial Support, \*Grants, \*Projects, Reports, Resource Allocations

Summarized in this pamphlet are the U.S. Office of Education grants for 1972 in the field of environmental education. Grants were made in each of the 50 States, the District of Columbia, Puerto Rico, and Micronesia. Among the 162

grants totaling \$2,999,040.00, most were made under the Environmental Education Act (P.L. 91-516), though some were funded under P.L. 90-35 (the Education Professions Development Act) and one was awarded under the Cooperative Research Act (P.L. 83-531). Tabulated by regions and States, the breakdown indicates Region V (Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin) received the greatest cash total and had the highest number of funded proposals—31. Among individual States, New York and California were the sources of the most proposals (214 and 194), received the most awards (12 and 11), and the greatest cash totals (\$206,900 and \$205,250). Tables indicate awards by region and State, categories (workshops; statewide evaluation and dissemination; pilot projects—personnel training, community awareness, instruction and curriculum, evaluation and dissemination), comparisons with 1971 awards, and types of organizations funded. The final compilation lists each project individually, giving its complete title, name of director, name of organization and address. (BL)

## ED 070 602

SE 014 951

Hart, John W. Turner, Jessie M.

**Self-Earth Ethic (SEE), A Life-Centered K-12 Curriculum Guide for Environmental Education, Level One.**

Pub Date 72

Note—63p.

Available from—Interstate Printers and Publishers, Danville, Illinois 61832

Document Not Available from EDRS.

Descriptors—Biological Sciences, \*Curriculum Guides, \*Environmental Education, \*Instructional Materials, Learning Activities, Natural Sciences, Physical Environment, \*Primary Grades

Identifiers—Project SEE, \*Self Earth Ethic

As the first volume of a set of eight study guides in the field of environmental education, this curriculum guide for teachers utilizes a life-centered approach to enable students to learn about their world and its life processes. Level One is designed to help pupils in kindergarten and grades one and two to understand living things and the needs of living things, as this forms the foundation for subsequent study of man and his relation to his environment. With the theme "Everything is tied to everything else," content material covers: using the senses, discovering living things, the physical environment (air, sun, water, and soil), weather, and the biotic pyramid. A bibliography is provided following each section of study. Together, the series constitutes a K-12 curriculum for the study of the environment. Understandings are divided into study levels in a manner which allows each successive grade to build systematically on the previous learning base. (BL)

## ED 070 603

SE 014 956

Svala, Gertrud

**Country Profiles, Sweden.**

Population Council, New York, N.Y.

Pub Date Jul 72

Note—19p.

Available from—The Population Council, 245 Park Avenue, New York, New York 10017 (Free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Demography, \*Developed Nations, \*Family Planning, Health Education, National Programs, Population Distribution, Population Growth, \*Population Trends, Social Sciences

Identifiers—Sweden

A profile of Sweden is sketched in this paper. Emphasis is placed on the nature, scope, and accomplishments of population activities in the country. Topics and sub-topics include: location and description of the country; population—size, growth patterns, age structure, urban/rural distribution, ethnic and religious composition, migration, literacy, economic status, future trends; population growth and socio-economic development—relationships to national income, size of the labor force, agriculture, social welfare expenditures; history of population programs—objectives, organization, operations, research and evaluation; private efforts in family planning; educational and scientific efforts in population; and foreign assistance for family planning activities. In many social aspects, Sweden is unique. It has, for example, the highest life expectancy and lowest infant mortality in the world. Per capita gross national product is third largest in the world and

has been growing at almost 5 percent a year. Unemployment has been low. An analysis of generation replacement for Swedish females born in 1870 and afterward reveals that, in cohort terms, Swedish fertility has been at or just slightly below replacement roughly from the 1895 cohort onward. Today, the main deficiency in the Swedish family planning program is shortage of personnel and facilities. (LK)

**ED 070 604** SE 014 957  
**Studies in Family Planning, Volume 3, Number 8.**  
 Population Council, New York, N.Y.  
 Pub Date Aug 72  
 Note—28p.

Available from—The Population Council, 245 Park Avenue, New York, New York 10017 (Free)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Behavioral Science Research, Contraception, Demography, \*Family Planning, \*Foreign Countries, Health Education, \*Programs, \*Reports, Social Sciences, \*Statistical Data

Identifiers—\*India

"Kerala's Pioneering Experiment in Massive Vasectomy Camps," the principal article in this monthly publication of the Population Council, is a detailed research report on the success of a massive vasectomy camp conducted at Cochin, the capital city of the Ernakulam District of Kerala State, India. The second article, "The Gujarat State Massive Vasectomy Campaign," presents the results of a decentralized (multiple camps) approach vs. the single camp approach to voluntary sterilization. "Egypt Studies a New Plan of Action" describes Egypt's efforts toward creating conditions that will bring the target population to adopt small family norms—the main thrust of this approach being to offer women employment as an alternative to childbearing. The fourth article, "Status and Prospects of Natural Family Planning," reviews a conference on natural family planning, at which time scientists explored and evaluated contemporary methods of natural family planning, analyzed its scientific basis, its assets, liabilities, and effectiveness, and considered what new research should be carried out. "The Kaoshing Study," the last article, describes a study conducted between 1966 and 1968 to increase IUD acceptance by active use of mass media and to introduce the pill and determine its effect on IUD acceptances. (LK)

**ED 070 605** SE 014 958  
**Studies in Family Planning, Volume 3, Number 9.**  
 Population Council, New York, N.Y.  
 Pub Date Sep 72  
 Note—28p.

Available from—The Population Council, 245 Park Avenue, New York, New York 10017 (Free)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Behavioral Science Research, Contraception, Demography, \*Family Planning, \*Foreign Countries, Health Education, \*Programs, \*Reports, Social Sciences, Statistical Data

In the principal article, "A Comparison of Two Large-Scale Studies of the Use-Effectiveness of IUDs," the results of evaluation of loop D use in 11 public health and hospital clinics (California Cooperative Statistical Program for Evaluation of Intrauterine Devices) are compared with results from the Cooperative Statistical Program for Evaluation of Intrauterine Devices. The second article, "Policies Affecting Population in West Africa," examines the overall impact of governmental social and economic development policies on the rate of population growth and the movement of people from rural to urban areas. "Family Planning Acceptors in Lagos, Nigeria," describes a comparative study of family planning clinic patients. Its purpose was to look for indications of the kinds of persons who might attend such clinics, given further health education and the opening of additional clinics. Three social and demographic factors emerged from this study as predictors of use of family planning: age, parity, and educational level. The final article, "Use of Oral Contraceptives in Urban, Rural, and Slum Areas," describes a comparative study of the acceptability and use-effectiveness of oral contraceptives in the Howrah District in India. (LK)

**ED 070 606** SE 014 971  
**Nuclear Power and the Environment.**

International Atomic Energy Agency, Vienna (Austria).

Pub Date 72

Note—92p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Bibliographic Citations, \*Conference Reports, \*Energy, Environmental Education, Health Education, \*Public Health, \*Radiation, \*Safety, Science Education

This booklet is a summary of an international symposium, held in August 1970 in New York City, on the environmental aspects of nuclear power stations. The symposium was convened under the sponsorship of the International Atomic Energy Agency (IAEA) and the U.S. Atomic Energy Commission (USAEC). The information is presented in a condensed and readily understandable form, and it is hoped that it will be useful to those interested in a summary view of the public health and environmental aspects of nuclear power production. Contents are organized according to major headings as follows: "The Role of Atomic Energy in Meeting Future Power Needs," "Radiation Protection Standards," "Safe Handling of Radioactive Materials," "Other Impacts," "Public Health Considerations," and "Summary." Included in the summary are lists of "pertinent publications" of the IAEA, the World Health Organization (WHO), other international bodies, and a list of consultants and contributors. In addition to the symposium summary, this booklet also contains contributions supplied by 28 experts from IAEA and WHO and a number of member states. (LK)

**ED 070 607** SE 014 972

**Nuclear Energy and the Environment.**

International Atomic Energy Agency, Vienna (Austria).

Pub Date 72

Note—49p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Bibliographic Citations, \*Energy, Environmental Education, Health Education, \*Publications, \*Public Health, \*Radiation, Reference Materials, \*Safety, Science Education

"Nuclear Energy and the Environment" is a pocket folder of removable leaflets concerned with two major topics: Nuclear energy and Nuclear Techniques. Under Nuclear Energy, leaflets concerning the topics of "Radiation—A Fact of Life," "The Impact of a Fact: 1963 Test Ban Treaty," "Energy Needs and Nuclear Power," "Power Reactor Safety," "Transport," and "Waste Management" will be found. Leaflets concerning the topics of "In Air," "In Water," "Agricultural Resources," "In Medicine," and "In the Future" are included under Nuclear Techniques. A list of International Atomic Energy Agency Publications on nuclear energy, the environment, and pollution is also included. (LK)

**ED 070 608** SE 014 974

**De Villiers, G. D. B. And Others**

**Syllabi for Instruction in Agricultural Meteorology.**

World Meteorological Organization, Geneva (Switzerland).

Report No—WMO-202-TP-106

Pub Date 66

Note—52p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Agricultural Technicians, \*Agriculture, \*Curriculum Guides, Environmental Education, \*Meteorology, \*Personnel, Professional Personnel, Qualifications, Scientific Personnel, \*Standards, Training

A working group of the Commission for Agricultural Meteorology has prepared this report to fill a need for detailed syllabi for instruction in agricultural meteorology required by different levels of personnel. Agrometeorological personnel are classified in three categories: (1) professional meteorological personnel (graduates with basic training in meteorology); (2) agricultural scientists (graduates with basic training in agricultural sciences); and (3) technical assistants in agrometeorological services (non-graduates, with training in mathematics and physics at the secondary or high school level). Proposed qualifications and training of these three classes of personnel are detailed, indicating the standard of knowledge required and the extent of the field to be covered. In addition, a syllabus is developed for teaching agricultural meteorology at secondary schools (advanced education below university

degree level) of agriculture, horticulture, and forestry. It consists of a number of lectures and practical exercises to be introduced into the program of such schools. The list of textbooks and published lecture notes or monographs is compiled alphabetically by author with special listings of technical publications and World Meteorological Organization publications. (BL)

**ED 070 609** SE 014 975

**Hzmajian, K. A. And Others**

**Training of Hydrometeorological Personnel.**

World Meteorological Organization, Geneva (Switzerland).

Report No—WMO-219-TP-116

Pub Date 67

Note—49p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Curriculum Guides, Environmental Education, \*Meteorology, \*Personnel, Professional Personnel, Qualifications, Specialists, Subprofessionals, \*Training, \*Water Resources

A working group of the Commission for Hydrometeorology has prepared this report to fill a need for detailed syllabi for instruction in hydrometeorology required by different levels of personnel. This situation has been brought about by the shortage or lack of national cadres of hydrologists in developing countries to undertake comprehensive water management investigations and measures. Hydrometeorologists are classified in three categories: (1) specialists with at least a university degree in engineering or appropriate science, (2) specialists trained to a semi-professional technician level, and (3) specially trained observers, hydrometric assistants. Qualifications required at each level are enumerated, together with recommended curricula and programs for training each of the three classes of personnel. In addition, a number of proposals are suggested regarding the organization of training hydrometeorological experts of various levels for developing countries. The need for concerted action of all international organizations in the training of hydrometeorological staff is also briefly described. Publications of the World Meteorological Organization are listed. (BL)

**ED 070 610** SE 014 976

**McHenry, Robert, Ed. Van Doren, Charles, Ed.**

**A Documentary History of Conservation in America.**

Pub Date 72

Note—422p.

Available from—Praeger Publishers, 111 Fourth Avenue, New York, New York 10003 (\$13.50)

**Document Not Available from EDRS.**

Descriptors—American Culture, \*Anthologies, \*Conservation Education, Documentaries, Evolution, \*Historical Reviews, Literature

Selected and edited passages drawn from numerous authors and sources on the subject of man and his world are compiled in this anthology. The basic organization of the book is topical and shows an evolutionary sequence. Part I, "In the Beginning," consists of celebrations of nature from two points of view. One regards nature as good and beautiful; the other as providing all the necessities of man in unending abundance. Part II, "Man's Dominion," touches on two themes—evolutions of progress and accounts of how things went wrong. Part III, "The Flaming Sword," deals with three closely connected subjects. One is the conservation movement of the end of the nineteenth century and the beginning of the twentieth. Next is the complex of facts and attitudes named "ecology." Lastly, the land ethic of Aldo Leopold is expounded together with more abstract ideas of other men. The last part, "Paradise and Apocalypse," presents two visions of the future; one by authors who feel that the future can, or will, be almost a new paradise, the other by those who fear that, instead of a paradise, the future will be a kind of hell. (BL)

**ED 070 611** SE 014 978

**Qutub, Musa**

**Program and Abstracts of National Symposium on Methods of Learning Environmental Science.**

Pub Date 72

Note—45p.

Available from—Mid-Continent Scientific, 5616 North St. Louis, Chicago, Illinois 60659 (\$2.50)

**Document Not Available from EDRS.**

Descriptors—\*Abstracts, \*Conference Reports, \*Educational Programs, Elementary Grades,



\*Environmental Education, Higher Education, Learning, Secondary Grades, \*Speeches

Fifty-three abstracts of papers presented at the first National Symposium on Methods of Learning Environmental Science, held in Chicago, Illinois, November 4, 1972, are compiled in this booklet. With an objective of exploring innovative ways of presenting environmental science at all levels, the symposium offered both lectures and workshops for conference participants. Presentations are grouped into various levels and sections: elementary grades, environmental science projects for secondary school students, suggested activities for secondary school students, reports of research findings on projects conducted by high school students, and environmental science programs at pre-college and college levels. (BL)

ED 070 612 SE 014 994

Friesen, John K. Moore, Richard V.

Country Profiles, Iran.

Population Council, New York, N.Y.

Pub Date Oct 72

Note—20p.

Available from—The Population Council, 245 Park Avenue, New York, New York 10017 (Free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Demography, \*Developing Nations, \*Family Planning, National Programs, Population Distribution, Population Growth, \*Population Trends, Social Sciences

Identifiers—Iran

A profile of Iran is sketched in this paper. Emphasis is placed on the nature, scope, and accomplishments of population activities in the country. Topics and sub-topics include: location and description of the country; population—size, number of households, women of reproductive age, growth patterns, role of women, urban/rural distribution, ethnic and religious composition, literacy, economic status, and contraceptive knowledge; population growth and development—national economics and social welfare expenditures; history of population concerns; population policies; population programs—objectives, organization, operations, governmental role, education and communication efforts, and private agencies in family planning; and foreign assistance for family planning activities. Summary statements indicate that program policy is to offer contraceptive information and services through the growing national network of family planning clinics, relying almost exclusively on pills as the contraceptive technique. The strength and sense of urgency of the national commitment can be seen both in the rapidly increasing channeling of talent and financial resources to this effort and in the ambition of national goals for decreasing the current high population growth rate. References and a country map are given. (BL)

ED 070 613 SE 014 997

Miller, J. A. And Others

Instrumental Surveillance of Water Quality.

Pub Date Jun 72

Note—38p.

Available from—Beckman Instruments, Inc., 2500 Harbor Blvd., Fullerton, California 92634

Document Not Available from EDRS.

Descriptors—Comparative Analysis, Environment, \*Instrumentation, \*Measurement Instruments, \*Measurement Techniques, Pollution, \*Quality Control, Testing, \*Water Resources

The role analytical instrumentation performs in the surveillance and control of the quality of water resources is reviewed. Commonly performed analyses may range from simple tests for physical parameters to more highly sophisticated radiological or spectrophotometric methods. This publication explores many of these types of water quality analyses and can serve as a guide for selecting the most appropriate instrumentation for a given water analysis. Areas covered include: oxygen measurements, biological oxygen demand, pH measurement, Selection electrode measurements, atomic absorption, nuclear techniques, ultraviolet spectroscopy, infrared spectroscopy, Raman spectroscopy, and gas chromatography. The required instrumentation is described and sample analyses are offered to illustrate specific water quality application. (BL)

ED 070 614 SE 014 998

Knapp, Clifford E.

Teaching Environmental Education With a Focus on Values.

Southern Illinois Univ., Carbondale. Dept. of Conservation and Outdoor Recreation.

Pub Date 72

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Affective Behavior, Decision Making, \*Environment, \*Environmental Education, \*Learning Activities, Motivation Techniques, Self Actualization, Teaching Procedures, \*Values

Helping students to develop their own environmental values and internalizing the valuing process are the topics highlighted in this article. Values-clarification techniques are enumerated, based on the belief that valuing involves processes of choosing, prizing, and acting. To help students clarify their values about the environment, while they are learning the valuing processes, several teaching strategies are suggested. These involve: (1) composing value sheets for student reaction, (2) writing captions for pictures depicting environmental problems, (3) role-playing, (4) creating contrived incidents to stimulate discussion on controversial environmental issues, (5) employing a devil's advocate approach as developing plausible reasons defending various pollution practices and then justifying the position, (6) constructing value continuums, (7) responding to open-ended questions, (8) keeping a time diary for a week, (9) designing an autobiographical questionnaire, (10) voting on current issues, (11) rank-ordering environmental words, statements, and/or problems, and (12) coding phrases, statements, or essays indicating the writer's stand for or against an environmental situation. Teaching environmental education with a focus on values is believed to be not only a stimulating but a necessary approach for today's generation. (BL)

ED 070 615 SE 015 000

Cox, David C.

How to Investigate the Environment in the City:

Air and Water.

National Science Teachers Association, Washington, D.C.

Pub Date 72

Note—12p.

Available from—National Science Teachers Association, 1201 16th St., N.W., Washington, D.C. 20036 (Stock No. 471-14630, \$0.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—\*Air Pollution Control, Environmental Education, Experiments, Instructional Materials, Investigations, Learning Activities, \*Student Projects, \*Study Guides, \*Urban Environment, \*Water Pollution Control

Two significant aspects of the urban environment, air and water, are focused upon in this instructional aid pamphlet. For each component, the range of possible studies is surveyed, together with the state of the situation and associated problems. Sample experiments are suggested and their test procedures outlined. Where special equipment, inexpensive test kits, or chemicals are required or would enhance the investigation, they are described and illustrated. A source list of organizations, periodicals, and publications is also supplied. (BL)

ED 070 616 SE 015 001

Horn, Jerry George

Student Risk-Taking in Explanation of Biological Events.

Pub Date 70

Note—154p.; Ed.D. Dissertation, University of Colorado

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-5896 M-\$4.00 X-\$10.00)

Document Not Available from EDRS.

Descriptors—\*Biology, Doctoral Theses, \*Educational Research, Risk, Science Education, Secondary Grades, \*Secondary School Science, \*Student Characteristics, \*Verbal Communication

Identifiers—Research Reports

This study investigated the effect of achievement motivation, group composition for purposes of discussion, status of information about a biological event, IQ, and the sex of individuals on the propensity for risk-taking by biology students as they explained an event of biology. The Achievement Motivation Test was used to determine the level of motivation among students, and a subsample of 136 was selected for subsequent analysis. The subjects were shown a film in which

two scenes were selected for obtaining students' responses. The students were divided into three groups and a discussion for ten minutes was carried out about two scenes in the film. During the discussion in each group, a judge observed and used the Risk-Taking Verbal Observation Scale. The analysis indicated that individuals exhibit greater risk-taking behaviors in verbal discourse in case of an observed biological event when the explanation is said to be unknown as opposed to a situation that has been explained. The data indicated that individuals and groups are not significantly affected by the factors and/or conditions of achievement motivation, group composition for discussion, or status of the information about the observed event. A significant correlation was found between IQ and risk-taking by individuals in verbal discourse. No significant correlations were found for sex and risk-taking behavior. (Author/PS)

ED 070 617 SE 015 008

Dasenbrock, David Henry

A Comparison of CAI and Non-CAI Student Performance Within Individualized Science Instructional Materials—ISCS—Grade Seven.

Pub Date 70

Note—87p.; Ph.D. Dissertation, The Florida State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-6992 M-\$4.00 X-\$10.00)

Document Not Available from EDRS.

Descriptors—\*Achievement, Comparative Analysis, \*Computer Assisted Instruction, Doctoral Theses, Educational Research, Grade 7, Instructional Materials, Junior High School Students, \*Science Course Improvement Project, Science Materials, Secondary School Science

Identifiers—\*Intermediate Science Curriculum Study, Research Reports

This investigation was conducted to determine the validity of the use of Computer Assisted Instruction (CAI) as a tool in formative curriculum evaluation. The instructional materials were selected from 1968 grade seven materials produced by the Intermediate Science Curriculum Study (ISCS). The comparison of student performance within these instructional materials was made between CAI (20) and non-CAI students. The non-CAI student sample consisted of 40 students from several schools using ISCS materials. A test battery which included the California Test of Mental Maturity (CTMM) and the Metropolitan Achievement Test - Reading (MAT) was given to all subjects. In addition, the Lincoln-Oseretsky Test of Motor Proficiency was given to CAI students. The questions within the ISCS instructional sequence were classified into eight process categories. The number of correct responses to the questions within each of the categories was considered to be a measure of student performance. Student performance in each of the categories was correlated with logical reasoning, reading and general ability measures. The change in correlations between the first half and second half of the instructional sequence was not significant in 22 of the 24 cases. The results of the study indicate that CAI and non-CAI student performance was similar with the ISCS materials. (Author/PS)

ED 070 618 SE 015 047

Starr, Robert James

A Study of the Behavioral Outcomes Related to Science Processes of Ninth Grade BSCS Students.

Pub Date 70

Note—93p.; Ed.D. Dissertation, University of Missouri - Columbia

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-8394 M-\$4.00 X-\$10.00)

Document Not Available from EDRS.

Descriptors—\*Attitudes, \*Biology, \*Critical Thinking, Doctoral Theses, \*Instruction, \*Secondary School Science, Student Attitudes

Identifiers—Biological Sciences Curriculum Study, Invitations to Enquiry, Research Reports

The primary purpose of this study was to analyze one inquiry technique in the teaching of biology, the use of "Invitations to Enquiry," and to assess its effect on critical thinking, knowledge of the processes of science, and attitude toward biology of ninth grade BSCS biology students. A second purpose of this study was the effect of the utilization. The sample was composed of 132

## 94 Document Resumes

ninth grade students (22 in each of six classes) taught by three teachers in three Missouri junior high schools. Each teacher taught both a control and an experimental group. Analysis indicated use of the "Invitations to Enquiry" improved the critical thinking ability of the students and did not hinder or improve the attitudes of the students toward biology. All of the hypotheses were examined at the .05 level of confidence. (Author/RH)

ED 070 619 SE 015 094

Agin, Michael Lawrence

**The Feasibility of Teaching Science via a Socio-Historical Approach.**

Pub Date 70

Note—641p.; Ph.D. Dissertation, The University of Wisconsin

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-280 M-\$4.00 X-\$10.00)

Document Not Available from EDRS.

Descriptors—Achievement, \*Curriculum Development, Doctoral Theses, \*Instruction, \*Instructional Materials, \*Secondary School Science, Units of Study (Subject Fields)

Identifiers—Atomic Energy, Research Reports

The purpose of this study was to determine the feasibility of teaching science via a socio-historical approach utilizing selected concepts related to social and historical developments of science and selected concepts related to atomic energy. Instruction materials included textual materials developed by the investigator, a test, a series of slides, and four motion pictures. The investigator taught the unit to two different high school populations (one 107 students, the other 76 students). Mean gains for the subtest and total test were significant for both schools. Student responses indicated a majority of the students in both schools expressed a positive opinion toward the interest producing potential of the unit. (Author/RH)

ED 070 620 SE 015 111

Chrouser, William Harvey

**A Comparison of the Use of Outdoor vs. Indoor Laboratory Techniques in Teaching Biology to Prospective Elementary Teachers.**

Pub Date 70

Note—113p.; Ed.D. Dissertation, University of Northern Colorado

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-14,522 M-\$4.00 X-\$10.00)

Document Not Available from EDRS.

Descriptors—\*Biology, Classroom Arrangement, Classroom Environment, \*Comparative Analysis, Elementary School Teachers, \*Instruction, Outdoor Education, Preservice Education, \*Science Laboratories, \*Teacher Education

Identifiers—Research Reports

This study was designed to investigate and compare the effects of two laboratory approaches in biology upon prospective elementary teachers in their understanding of the social aspects of science, achievement in selected biological principles, understanding of science as process, and ability in critical thinking. The two approaches compared were the conventional indoor laboratory and the outdoor laboratory. Students at Colorado State College participated in the project during 1969. Data were obtained by administering validated pre- and post-tests in each of the four areas of concern. These included the Test on the Social Aspects of Science; Understanding of Selected Biological Principles: An Examination; Methods and Procedures of Science: An Examination; and the Watson-Glaser Critical Thinking Appraisal. Analysis of test results led the investigator to suggest that when it is feasible and appropriate, the outdoors should be utilized as a laboratory and as a classroom, not only because of the effect on society and the affective domain, but also because of the effect on the cognitive domain. (Author/BL)

ED 070 621 SE 015 120

Boone, Janice Rae

**Simulations, Concern Level, Grade Level, and Sex as Factors Influencing the Assignment of Importance to Environmental Concepts.**

Pub Date 72

Note—132p.; Ph.D. Dissertation, Texas A & M University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-24,288 M-\$4.00 X-\$10.00)

Document Not Available from EDRS.

Descriptors—Affective Behavior, Behavioral Science Research, Comparative Analysis, \*Environment, \*Fundamental Concepts, Overt Response, Rating Scales, Simulation, \*Values

Identifiers—Research Reports

This research was intended to examine whether or not treatment, sex, grade level, environmental concern level, and the interactions of these variables were important factors in the assignment of importance to environmental concept statements. In addition, the study was intended to determine whether or not the pattern of responses of junior high school students responding to a listing of environmental concepts paralleled the responses of an environmentally concerned adult population. The responses of subjects receiving treatment including the use of simulations and not including the use of simulations were also compared with the responses of an environmentally concerned adult population. A revised form of the environmental management concepts listing devised by Roth (1970) was used. The pattern of responses of junior high school students to environmental concept statements was observed to be similar to that of an environmentally concerned adult population. In addition, subjects treated with an instructional program in ecology/environmental management which included the use of simulations assigned higher values to the environmental concept statements than did those who received no instruction and those who received instruction without simulation. (Author/BL)

ED 070 622 SE 015 145

Preiser, Wolfgang F. E.

**Environment and Spatial Behavior: A Selected Bibliography.**

Council of Planning Librarians, Monticello, Ill.

Pub Date Nov 71

Note—34p.; Exchange Bibliography 235

Available from—Council of Planning Librarians, P. O. Box 229, Monticello, Illinois 61856 (\$3.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Behavior, Behavioral Sciences, \*Bibliographies, \*Environment, Reference Materials, Social Sciences, \*Space Utilization

This bibliography contains an alphabetical listing of approximately 500 references dealing with human spatial behavior in institutions, public places and generally environments ranging from the scale of a room to a geographic large scale environment. The purpose of the bibliography is to respond to the growing interest in the study of human spatial behavior as it relates to elements of the social and physical environment. A framework of variables relating to the three organizing concepts of space, behavior, and examples of units of analysis, are presented. (LK)

ED 070 623 SE 015 149

MacBean, John C. And Others

**Birds, Examining Your Own Behavior.**

Pub Date 71

Note—75p.

Available from—Mine Publications, Inc., 25 Groveland Terrace, Minneapolis, Minnesota 55403

Document Not Available from EDRS.

Descriptors—\*Environmental Education, Instructional Materials, \*Learning Activities, Natural Resources, Natural Sciences, Student Projects, \*Study Guides, \*Wildlife Management

Identifiers—\*Birds

Designed to provide new and different ways of observing birds rather than simply identifying them, this book attempts to develop skills for how to look at birds. Activities in each of the four sections, "Live Birds," "Birds' Eggs," "Birds' Nests," and "Dead Birds," are specifically planned to get one involved with birds in their natural environment. Narrative material suggests procedures for carrying out the activities and asks several probing questions regarding the subject being studied. Numerous colored pictures, charts, and diagrams stimulate interest and serve to enrich the written material. Studies range from the flight patterns of birds and incubating eggs to materials used in bird nest construction and displaying parts of a dead bird. Students will find the many activities in this guide allow for year round study of birds and their habits and require only simple equipment easily obtained. (BL)

ED 070 624 SE 015 151

**Environmental Quality Research and Development. A Review and Analysis of Federal Programs.**

Executive Office of the President, Washington, D.C.; Federal Council for Science and Technology, Washington, D.C.

Pub Date Aug 71

Note—148p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (Stock No. 4106-0031, \$1.25)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Development, \*Environment, Environmental Influences, Evaluation, \*Federal Programs, Financial Support, Program Descriptions, \*Reports, \*Research, State of the Art Reviews

This is the first interagency report on Federal environmental quality research and development programs that presents program descriptions, levels of funding, and analyses. Undertaken at the request of the Federal Council for Science and Technology, the study may be useful in identifying environmental quality research and development programs in various agencies and allow for better coordination between widely separate disciplines. Program activities were considered in nine areas: air quality; water quality; land quality (including solid waste); understanding, describing, and predicting the environment; protecting and enhancing the environment; alternatives to the use of pesticides; noise; radiation; and population. Funding levels are determined in each of the subject areas for fiscal years 1969, 1970, and 1971. Analysis of the Federal program was performed in terms of its balance, trends, priorities, gaps and overlaps, and future needs. A short summary, an analysis, and a table of funding by agencies for each of the subject sections are included in the main report. Full reports of the subject matter investigations are presented in the appendix. An overall summary of the analyses and specific recommendations relating to all reported Federal environmental quality research and development is also compiled. (BL)

ED 070 625 SE 015 169

**Populations, Teacher's Guide.**

California Univ., Berkeley. Science Curriculum Improvement Study.

Pub Date 72

Note—87p.

Available from—Rand McNally & Company, Chicago, New York, San Francisco

Document Not Available from EDRS.

Descriptors—Biology, \*Conceptual Schemes, Ecology, \*Elementary School Science, \*Environmental Education, Instructional Materials, Learning Activities, \*Population Education, Student Projects, \*Teaching Guides, Unit Plan

Identifiers—Science Curriculum Improvement Study

The Science Curriculum Improvement Study has developed this teacher's guide to "Populations," the third part of a six-unit life science curriculum sequence. The six basic units, emphasizing organism-environment interactions, are organisms, life cycles, populations, environments, communities, and ecosystems; and they make use of scientific and process-oriented concepts appropriate to the study of life. In "Populations," attention is directed toward the feeding relationships among populations of organisms. To understand such food relationships in nature, students construct aquaria and terraria to observe interacting populations. This serves as background for developing the concepts of population, community, food chain, food web, predator-prey, plant eater, and animal eater. Topics of the four-part unit are entitled: Populations, Food Relationships in the Terraria, Food Relationships in the Aquaria, and The Community. Suggestions are presented for the teacher to use an exploration-invention-discovery approach to learning together with points to consider regarding teaching materials, advance preparation, procedures to follow, and optional activities. Activities and experiments lead to clarification of the concepts and provide experience in measurement skills and critical thinking by the students. (BL)

ED 070 626 SE 015 171

Stover, Lloyd V.

**Environmental Impact Assessment: A Procedure.**

Pub Date May 72

Note—25p.

Available from—STV Incorporated, First Federal Building, Pottstown, Pennsylvania 19464 (Free)

Document Not Available from EDRS.

Descriptors—\*Biographical Inventories, \*Construction Industry, \*Development, \*Environment, Environmental Influences, \*Evaluation, Interaction Process Analysis, Interdisciplinary Approach, Methodology, Quality Control

Prepared by a firm of consulting engineers, this booklet outlines the procedural "whys and hows" of assessing environmental impact, particularly for the construction industry. Section I explores the need for environmental assessment and evaluation to determine environmental impact. It utilizes a review of the National Environmental Policy Act and federally required environmental impact statements. Section II suggests a procedure for environmental assessment and evaluation by enumerating the characteristics of environmental quality, human well-being, and proposed development activity. Matrix charts are included to visualize these aspects more completely. Section III offers a procedure for the development of an environmental impact statement. It requires a four-step approach employing (1) an Environmental Impact Index, (2) an Alternative Proportional Value, (3) a Functional Impact Value, and (4) an Environmental Impact Assessment. Sequence and flow charts for the different steps in this process are drawn to show development of the final product, an Environmental Impact Statement. This statement ultimately will serve to organize and detail the available data, make the necessary projections, and present professional judgments. Appended material includes a resume of the background of National environmental policy development; legislative, administrative, and judicial requirements for environmental impact statements; and some additional considerations. (BL)

ED 070 627 SE 015 172

**In Time of Emergency. A Citizen's Handbook on Nuclear Attack and Natural Disasters.**

Office of Civil Defense (DOD), Washington, D.C. Report No.—DOD-OC-D-H-14

Pub Date Mar 68

Note—91p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Citizen Participation, \*Civil Defense, \*Emergency Programs, \*Guides, Instructional Materials, Nuclear Warfare, Reactive Behavior

Identifiers—Natural Disasters

A major emergency affecting a large number of people may occur anytime and any place. Natural disasters such as a flood, tornado, fire, hurricane, blizzard or earthquake, or an enemy nuclear attack on the United States may all constitute a major emergency. In any type of general disaster, lives can be saved if people are prepared for the emergency and know what actions to take when it occurs. This citizen handbook contains basic information on both nuclear attack and major natural disasters, and supplements any specific instructions issued by local governments due to unique conditions which may exist in some communities. Part I is concerned with nuclear attack and basic actions to take. Defined are the hazards of nuclear attack, warning signals, and a checklist of emergency actions. Also explained are fallout shelters, public and private; improvising fallout protection; supplies for fallout shelters; water, food, and sanitation in a shelter; fire hazards; and emergency care of the sick and injured. Part II discusses preparations and emergency actions that will help individuals cope with major natural disasters—floods, hurricanes, tornadoes, winter storms, and earthquakes. A subject index is included for quick reference. (BL)

ED 070 628 SE 015 177

Sternberg, Eugene D. Sternberg, Barbara E.

**Community Centers and Student Unions.**

Pub Date 71

Note—319p.

Available from—Van Nostrand Reinhold Company, 450 West 33 Street, New York, New York 10001

Document Not Available from EDRS.

Descriptors—Architectural Character, \*Community Influence, Conceptual Schemes, Environmental Influences, Facility Expansion, \*Neighborhood Centers, \*Planning, \*Social Factors, \*Student Unions

An overview of the social and planning concepts which serve as a foundation for the location, programming, and operation of various types of community centers and student unions is offered in this book. Pointing up the vital role of these institutions in meeting current community

needs, it takes a look at community centers and student unions from a social, community, and architectural point of view. Both text and illustrations provide in-depth analyses of selected examples of community centers, recreation centers, centers for the elderly, and school-community centers in the United States and in other countries. New planning concepts and how they may be implemented in future building programs are explored; current social trends in both the college and urban community are evaluated; and the pros and cons of community center planning which separates elements of society are weighed, together with institutional plans which aim to transcend these differences. Numerous photographs of buildings and their interiors, accompanied by floor plans and architectural drawings, enhance the textual material. (BL)

ED 070 629 SE 015 179

**Drug Abuse Current Awareness System (DACAS), Volume 1 Number 1.**

National Inst. of Mental Health, Chevy Chase, Md. National Clearinghouse for Drug Abuse Information.

Pub Date 3 Jul 72

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Bibliographies, Drug Abuse, Drug Education, Health Education, Higher Education, \*Indexes (Locators), \*Information Science, Instruction, \*Reference Materials, Secondary Education

The Drug Abuse Current Awareness System (DACAS) is a comprehensive biweekly listing of citations of the recent drug abuse literature, derived from scanning the major publications media in the area, including scientific and technical journals, popular magazines, underground newspapers, books, legal journals, and government project reports. The citations are categorized into 21 "Major Subject Areas" as follows: History; Socio-Cultural Aspects; Epidemiology; Law and Public Policy; Etiology; Treatment and Rehabilitation; Psychology and Psychological Effects; Public Information; Drug Education; Community Action; Information Resources; Pharmacology, Chemistry, and Toxicology; Behavior and Physiological Effects; Narcotics; Stimulants; Depressants; Hallucinogens; Cannabis and Derivatives; Volatile Substances; Other Drugs of Abuse; and Literature. Citations are listed alphabetically by author under each heading with complete bibliographical information. The original articles are not available from the clearinghouse, but may be obtained from local university or medical libraries. A listing of current "Conferences and Seminars" follows. DACAS is distributed by the National Clearinghouse for Drug Abuse Information which is operated by the National Institute of Mental Health. (Author/LK)

ED 070 630 SE 015 180

**Drug Abuse Current Awareness System (DACAS), Volume 1 Number 4.**

National Inst. of Mental Health, Chevy Chase, Md. National Clearinghouse for Drug Abuse Information.

Pub Date 14 Aug 72

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Bibliographies, \*Drug Abuse, Drug Education, Health Education, Higher Education, \*Indexes (Locators), \*Information Science, Instruction, \*Reference Materials, Secondary Education

The Drug Abuse Current Awareness System (DACAS) is a comprehensive biweekly listing of citations of the recent drug abuse literature, derived from scanning the major publications media in the area, including scientific and technical journals, popular magazines, underground newspapers, books, legal journals, and government project reports. The citations are categorized into 21 "Major Subject Areas" as follows: History; Socio-Cultural Aspects; Epidemiology; Law and Public Policy; Etiology; Treatment and Rehabilitation; Psychology and Psychological Effects; Public Information; Drug Education; Community Action; Information Resources; Pharmacology, Chemistry, and Toxicology; Behavior and Physiological Effects; Narcotics; Stimulants; Depressants; Hallucinogens; Cannabis and Derivatives; Volatile Substances; Other Drugs of Abuse; and Literature. Citations are listed alphabetically by author under each

heading with complete bibliographical information. The original articles are not available from the clearinghouse, but may be obtained from local university or medical libraries. A listing of current "Conferences and Seminars" follows. DACAS is distributed by the National Clearinghouse for Drug Abuse Information which is operated by the National Institute of Mental Health. (Author/LK)

ED 070 631 SE 015 181

**Drug Abuse Awareness System (DACAS), Volume 1 Number 5.**

National Inst. of Mental Health, Chevy Chase, Md. National Clearinghouse for Drug Abuse Information.

Pub Date 28 Aug 72

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Bibliographies, \*Drug Abuse, Drug Education, Health Education, Higher Education, \*Indexes (Locators), \*Information Science, Instruction, \*Reference Materials, Secondary Education

The Drug Abuse Current Awareness System (DACAS) is a comprehensive biweekly listing of citations of the recent drug abuse literature, derived from scanning the major publications media in the area, including scientific and technical journals, popular magazines, underground newspapers, books, legal journals, and government project reports. The citations are categorized into 21 "Major Subject Areas" as follows: History; Socio-Cultural Aspects; Epidemiology; Law and Public Policy; Etiology; Treatment and Rehabilitation; Psychology and Psychological Effects; Public Information; Drug Education; Community Action; Information Resources; Pharmacology, Chemistry, and Toxicology; Behavior and Physiological Effects; Narcotics; Stimulants; Depressants; Hallucinogens; Cannabis and Derivatives; Volatile Substances; Other Drugs of Abuse; and Literature. Citations are listed alphabetically by author under each heading with complete bibliographical information. The original articles are not available from the clearinghouse, but may be obtained from local university or medical libraries. A listing of current "Conferences and Seminars" follows. DACAS is distributed by the National Clearinghouse for Drug Abuse Information which is operated by the National Institute of Mental Health. (Author/LK)

ED 070 632 SE 015 182

**Drug Abuse Current Awareness System (DACAS), Volume 1 Number 6.**

National Inst. of Mental Health, Chevy Chase, Md. National Clearinghouse for Drug Abuse Information.

Pub Date 11 Sep 72

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Bibliographies, \*Drug Abuse, Drug Education, Health Education, Higher Education, \*Indexes (Locators), \*Information Science, Instruction, \*Reference Materials, Secondary Education

The Drug Abuse Current Awareness System (DACAS) is a comprehensive biweekly listing of citations of the recent drug abuse literature, derived from scanning the major publications media in the area, including scientific and technical journals, popular magazines, underground newspapers, books, legal journals, and government project reports. The citations are categorized into 21 "Major Subject Areas" as follows: History; Socio-Cultural Aspects; Epidemiology; Law and Public Policy; Etiology; Treatment and Rehabilitation; Psychology and Psychological Effects; Public Information; Drug Education; Community Action; Information Resources; Pharmacology, Chemistry, and Toxicology; Behavior and Physiological Effects; Narcotics; Stimulants; Depressants; Hallucinogens; Cannabis and Derivatives; Volatile Substances; Other Drugs of Abuse; and Literature. Citations are listed alphabetically by author under each heading with complete bibliographical information. The original articles are not available from the clearinghouse, but may be obtained from local university or medical libraries. A listing of current "Conferences and Seminars" follows. DACAS is distributed by the National Clearinghouse for Drug Abuse Information which is operated by the National Institute of Mental Health. (Author/LK)



ED 070 633 SE 015 185

Hatch, C. Richard

Recycling Resources. [Student Handbook, Sound Filmstrips, 12-Inch Record, Pollution Simulation Game, Teacher's Manual]

Spons Agency—Continental Can Co., Inc., New York, N. Y.

Pub Date 71

Note—105p.

Available from—The Creative Teacher, Inc., P. O. Box 5187, Grand Central Station, New York, New York 10017 (Complete kit \$25.00)

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, \*Environmental Education, Filmstrips, \*Instructional Materials, \*Junior High School Students, Management Games, Phonograph Records, \*Pollution, \*Recycling, Simulation, Study Guides, Teaching Guides

A 15- to 20-hour course on materials recycling, teaching junior high school students about environmental problems and solutions, is developed in this set of materials. It attempts to stimulate them to participate in community efforts aimed at improving the environment. Items in the kit include: (1) teacher's manual, with lesson plans enumerating objectives, concepts, and skills the lesson is to teach, together with subject information and teaching procedures; (2) student handbook, defining the nature of pollution (particularly solid waste pollution) and encouraging the student to investigate pollution sources in his own environment, plan strategies for improving the situation, and involve others in projects; (3) two sound, color filmstrips, one dealing with interdependence through pesticides and environmental consequences, the other showing that pollution and the depletion of our limited resources are logical results of our present way of life; (4) 12-inch record for soundtracks of the filmstrips; and (5) a pollution simulation game with students playing the roles of citizens of Ecopolis. They make decisions about the quantity of goods made, waste disposal, economic and social costs of pollution, and voting opportunities. There are enough materials in the kit for four groups of students (five to nine students per group) to play the game simultaneously. (BL)

ED 070 634 SE 015 192

[Annual Mathematics Examination, 1966-1972.]

Mathematical Association of America, Lincoln, Nebr. Committee on High School Contests.

Pub Date 72

Note—97p.

Available from—Mathematical Association of America, Committee on High School Contests, Lincoln, Nebraska

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Achievement Tests, \*Evaluation, Mathematics, \*Mathematics Education, Motivation, \*Secondary School Mathematics, \*Tests

Sets of the Annual High School Mathematics Examination for each year from 1966 through 1972 include a copy of each test and its solution key. No mathematics beyond intermediate algebra and trigonometry is needed for solving the test problems. Prior year examinations are published as Volumes 5 and 17 of the New Mathematics Library. (DT)

ED 070 635 SE 015 199

Carson, S. McB.

Environmental Studies. The Construction of an 'A' Level Syllabus.

National Foundation for Educational Research in England and Wales, London.

Pub Date 71

Note—157p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Content Analysis, \*Curriculum Development, \*Curriculum Guides, \*Environmental Education, Foreign Countries, Reports, \*Secondary Education

Identifiers—England

In response to the increasing social concern for the quality of the environment and its conservation, and the need to ensure that all pupils in their final years of schooling be brought to share that concern, teachers in Hertfordshire, England, have constructed an 'A' level curriculum or syllabus of environmental studies for the sixth form. Based on an interdisciplinary approach, the studies enable students to examine the ecological interrelatedness of the environment and the place

of man, the impact of human society on the environment, and the possibilities of management and control. Presented in this report is a review of the emergence and present state of environmental studies in Britain followed by an assessment of the theme or content of environmental studies/sciences. The approach to such studies is discussed from various points of view: sociological, biological, urban-rural, and world conservation problems. Subject information and teaching notes for the syllabus are developed in four sections: (1) processes and systems of the natural environment and the limits of the resource base, (2) the ecosystem, (3) the interaction of man and the environment, and (4) environmental conflicts and planning: a field study. Criteria for examinations and an extensive list of resource materials are also included. (BL)

ED 070 636 SE 015 200

Metric Conversion. Hearing Before the Committee on Commerce, United States Senate, 92 Congress, Second Session on S.2483 and S.J.Res. 219.

Congress of the U.S., Washington, D.C. Senate Committee on Commerce.

Pub Date 72

Note—330p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (\$1.25)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Administrative Policy, Committees, Development, \*Federal Legislation, \*Mathematics, \*Mathematics Education, \*Metric System, \*National Programs

Presented in this bulletin is the text of the hearing before the Committee on Commerce, United States Senate, ninety-second Congress, concerning conversion of the Nation to a metric system of weights and measures. Bill S. 2483 calls for providing a national program in order to make the international metric system the official and standard system of measurement in the United States and to provide for converting to general use of such a system within ten years after the date of enactment of the Act. Accompanying this is joint resolution, S.J. Res. 219, to establish a national policy relating to conversion to the metric system in the United States. The texts of the bill and resolution are given as well as prepared comments from several government agencies. Statements from individual witnesses follow and additional articles, letters, and statements submitted for the record are also recorded. William G. Magnuson, Washington, chaired the committee hearings held February 29, and March 1, 1972. (BL)

ED 070 637 SE 015 311

Linke, R. D.

Environmental Science. An Experimental Programme for Primary Teachers.

Toorak Teachers Coll., Malvern (Australia).

Pub Date 71

Note—118p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Courses, \*Environmental Education, \*Evaluation, Experimental Programs, \*Higher Education, Natural Sciences, Program Descriptions, Reports

Identifiers—Australia

An experimental course covering some of the fundamental principles and terminology associated with environmental science and the application of these principles to various contemporary problems is summarized in this report. The course involved a series of lectures together with a program of specific seminar and discussion topics presented by the students, and a limited selection of field and laboratory exercises. Content dealt with the biosphere; energy flow on the earth and in the biosphere; biogeochemical cycles—carbon, oxygen, water, nitrogen, and mineral; general principles of ecology; general population studies; human population studies; basic principles of genetics—biochemical genetics, genetic variation, and natural selection and evolution; and conservation and pollution. Evaluations conducted during the course are reported in detail. These include analysis of affective objectives, cognitive objectives, and the total course. (BL)

ED 070 638 SE 015 313

Kortman, Peter Witt, C. Edwin

Physics and Automobile Safety Belts.

National Highway Traffic Safety Administration (DOT), Washington, D. C.

Pub Date 72

Note—112p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Driver Education, Equipment Utilization, Instructional Materials, \*Learning Activities, Manuals, \*Motor Vehicles, \*Physics, Problem Solving, Secondary Grades, \*Supplementary Textbooks

Identifiers—Auto Safety Belts

This collection of problems and experiments related to automobile safety belt usage is intended to serve as a supplement to a standard physics course. Its purpose is to convince the students that the use of safety belts to prevent injury or death is firmly supported by the considerations of physical quantities and laws which apply in a collision situation and hence that wearing belts while driving makes good sense. The material is divided into eight sections according to major physical concepts: velocity, acceleration, momentum, force, impulse, torque, energy, and stress and strain. Each section contains three to four classroom demonstrations, examples and problems, a laboratory experiment, and some programmed instructional materials. Examples and problems are meant to be convincing mathematical verifications that safety belts should be worn every time one drives. Answers to the problems and guiding comments are included. Laboratory exercises are intended to give the student an intuitive feeling for the relevant physical principles and their application to collision situations. Purpose, equipment, procedure, questions, and comments related to the experiment are enumerated. Finally, the programmed learning material contains concept definitions and problems (with answers) for purposes of review. (BL)

ED 070 639 SE 015 314

Air Pollution Training Courses July 1972 through June 1973 and University Training Programs.

Environmental Protection Agency, Research Triangle Park, N. C.

Report No.—EPA-335

Pub Date Jul 72

Note—112p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Air Pollution Control, Course Descriptions, Educational Programs, \*Environment, Environmental Education, \*Higher Education, Institutes (Training Programs), \*Institute Type Courses, \*Manpower Development, Training

Responding to the demands of the Clean Air Act of 1970, the Manpower Development Staff of the Office of Air Programs has acted to provide more and better-trained practitioners in the field of air pollution control. Numerous courses are conducted through the Institute for Air Pollution Training, while university training programs are administered by the Special Projects Branch of the Manpower Development Staff. Detailed in this booklet are the courses, training programs, requirements, and schedules offered by the staff from July 1972 through June 1973. For the Institute for Air Pollution Training, descriptions include: (1) a chronological schedule of all training courses; (2) regional offices of the Environmental Protection Agency; (3) general course information and requirements; (4) lists of adjunct and resident faculty; (5) regional training locations; (6) course descriptions for orientation courses, the basic course, APEX simulation exercises, and advanced courses; and (7) schedules of resident and field courses. Headquarters for the Institute is The National Environmental Research Center, Research Triangle Park, North Carolina. The section on university training programs summarizes graduate programs in 23 universities and 10 specialist training programs. Also described are the Special Projects Branch of the Manpower Development Staff, the University Consortia for Environmental Protection, and fellowship support opportunities. (BL)

ED 070 640 SE 015 317

Dillon, Robert B. Goodale, Thomas L.

Environmental Impact Analysis: Philosophy and Methods.

Wisconsin Univ., Madison. Sea Grant Program.

Report No.—WIS-SG-72-111

Pub Date 72

Note—165p.; Proceedings of the Conference on Environmental Impact Analysis, Green Bay, Wisconsin, January 4-5, 1972

Available from—Sea Grant Publications Office, 1225 West Dayton Street, University of Wisconsin, Madison, Wisconsin 53706

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Comparative Analysis, \*Conference Reports, \*Environmental Criteria, Environmental Influences, Evaluation, \*Federal Legislation, Methods, \*Quality Control, Standards

Proceedings of the Conference on Environmental Impact Analysis held in Green Bay, Wisconsin, January 4-5, 1972, are compiled in this report. The conference served as a forum for exchange of information among State and Federal agencies and educators on experiences with the National Environmental Policy Act of 1970. Hopefully, results of the conference will be manifested in improved conception and analysis of public works projects. The 16 major presentations dealt with several areas of concern: impact of the National Environmental Policy Act; how the Act has been implemented and some of the problems arising from it in the past two years; environmental impact perspectives exemplified by a systems approach to governmental decision-making and the total institution-wide emphasis on man and his environment by the University of Wisconsin-Green Bay; impact assessment dimensions as conceptualization, communication, social aspects, and the application of mathematics; and procedures and programs for environmental impact assessment. Text of the Act appears in the appendix together with various aspects of impact statements—preparation process, sources for, summary of those already filed, and Federal agency contacts. (BL)

**ED 070 641** SE 015 319  
**Interdisciplinary Drug Education for Alabama Schools (IDEAS), Bulletin No. 11.**

Alabama State Dept. of Education, Montgomery. Pub Date 72

Note—37p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Curriculum Guides, \*Drug Education, \*Elementary Grades, Health Education, \*Interdisciplinary Approach, \*Secondary Grades

Identifiers—Alabama

The curriculum outline for an interdisciplinary approach to drug education in grades K-12 in the State of Alabama is contained in this booklet. Prepared in response to Alabama's Drug Abuse Education Act of 1971, this curriculum outline presents the content appropriate for each grade level—according to the areas of Health and Safety, Science, Social Studies, Physical Education, Home Economics, and English. A very brief suggested bibliography follows. (LK)

**ED 070 642** SE 015 323  
**Hunter, Donald C., Ed. Wohlers, Henry C., Ed. Air Pollution Experiments for Junior and Senior High School Science Classes, Second Edition.**

Air Pollution Control Association, Pittsburgh, Pa. Pub Date 1 Feb 72

Note—123p.

Available from—Air Pollution Control Association, 4400 Fifth Avenue, Pittsburgh, Pa. 15213 (\$1.50)

**Document Not Available from EDRS.**

Descriptors—\*Air Pollution Control, Ecology, Environmental Education, Environmental Influences, \*Experiments, Instructional Materials, \*Investigations, \*Laboratory Manuals, Learning Activities, \*Secondary School Science, Student Research

This revised and expanded version of a similar manual first published in 1969 is designed to acquaint students at both junior and senior levels with some of the problems and effects of air pollution and the practical means of overcoming them. The 38 experiments comprise a group of exercises which can be selected according to the interests of the student and are designed to utilize equipment and instruments available in most high schools. Exercises deal with effects of air pollution on materials and plants, evaluation and measurement of pollutants, and methods of abatement. Since abatement of air pollution has often resulted in another waste disposal problem, the final sections include experiments indicating how some waste products can be put to good use. Each experiment has several components: (1) objectives, (2) suitability and usefulness, (3) theory or background information, (4) equipment and supplies required, (5) procedures to follow, (6) records to compile or evaluations to make, (7) references, and (8) author of the experiment. (BL)

**ED 070 643**

SE 015 333

**The Guide to the Ecology Box.**

Ontario Inst. for Studies in Education, Toronto.

Pub Date 72

Note—63p.

Available from—ERIC/SMEAC, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)

**Document Not Available from EDRS.**

Descriptors—\*Courses, Curriculum Development, \*Ecology, \*Environmental Education, \*Program Guides, \*Secondary Grades, Units of Study (Subject Fields)

Identifiers—Canada

Cooperating with the Canadian Commission for UNESCO, the Ontario Institute for Studies in Education has prepared boxes of experimental curriculum materials on the subject of ecology. This guide summarizes the design and contents of the boxes and provides instructions for those using the boxes—principals, teachers, parents, librarians, and students. A complete box may be considered an in-depth course of study, and the instructions for users are based on this approach. The three-week experimental course is designed for students in grades 7 to 13 and requires devoting their entire time to the course for this period. Students are expected to master the general principles of ecology and study one ecology idea in depth. Suggestions for the ecology course include: step-by-step instructions for building the ecology continuum for Week 1; ten ecology ideas (entropy, ocean, growth, energy, dirt, rock, forest, diversity, environment, cycles) for Week 2; and an ecology exhibition for Week 3 based on the individual student study of ecology ideas. Materials contained in the EcoBoxes are noted in the final section. These include books, magazines, records, films, posters, prints, charts, maps, tapes, games, and multi-media kits. Resources for additional information are also listed. (BL)

**ED 070 644**

SE 015 352

**Thesaurus of Water Resources Terms. A Collection of Water Resources and Related Terms for Use in Indexing Technical Information.**

Bureau of Reclamation (Dept. of Interior), Washington, D. C.

Pub Date 71

Note—341p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (Stock No. 2403-0070, \$3.25)

**EDRS Price MF-\$0.65 HC-\$13.16**

Descriptors—Environment, Indexes (Locators), Indexing, Information Retrieval, \*Reference Materials, \*Subject Index Terms, \*Thesauri, \*Water Resources

Based on the need for indexing documents and interest profiles within a selective dissemination of information (SDI) system, the Bureau of Reclamation, Department of the Interior, has compiled this thesaurus of terms related to water resources. Development terms describing design and construction activities, as well as biological and physical science terms related to water resources, are emphasized. The 6,585 terms are arranged according to lead terms, together with both broader and narrower hierarchical relationship terms and related terms. USE references are noted to satisfy desirable standardization requirements. Additional sections in the thesaurus include: (1) an explanation of and examples for using the terms, (2) a subject category index of 22 major subject fields, each of which is subdivided into groups, and in some cases, subgroups, and (3) a hierarchical index displaying those descriptors having no broader terms and having one or more subordinate levels. (BL)

**ED 070 645**

SE 015 356

**Introduction of Solids, Faces, Points and Lines, Synthesis.**

Halton County Board of Education, Burlington (Ontario).

Note—74p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Activity Learning, Curriculum, Discovery Learning, \*Elementary School Mathematics, \*Geometric Concepts, Instruction, \*Instructional Materials, \*Laboratory Procedures, Manipulative Materials, Mathematics Education, Units of Study (Subject Fields)

This is a series of four units introducing the concepts of solids, faces of solids, points, lines, and planes. Emphasis is placed on the discovery

approach with a maximum of manipulation and experimentation on the part of the children. Each unit has suggested activities that include games, individual projects, worksheets, and discussion questions. Some objectives and sample evaluative questions are included. (LS)

**ED 070 646**

SE 015 357

**Congruent Transformations. A Workshop Approach for Grade 9 Students.**

Halton County Board of Education, Burlington (Ontario).

Note—41p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Activity Learning, Congruence, Curriculum, \*Geometric Concepts, Instruction, \*Instructional Materials, \*Laboratory Procedures, Mathematics Education, \*Secondary School Mathematics, \*Transformations (Mathematics), Units of Study (Subject Fields), Worksheets

This instructional unit uses an intuitive approach in introducing the concept of congruent transformations. Extensive use is made of worksheets and manipulative methods. In the latter stages, the SSS, ASA, and SAS theorems are presented. The unit concludes with geometric proofs requiring the use of the fact that corresponding parts of congruent triangles are congruent. (LS)

**ED 070 647**

SE 015 367

**Air Quality Criteria for Particulate Matter.**

National Air Pollution Control Administration (DHEW), Washington, D.C.

Report No.—NAPCA-AP-49

Pub Date Jan 69

Note—218p.

**EDRS Price MF-\$0.65 HC-\$9.87**

Descriptors—\*Air Pollution Control, \*Environmental Criteria, Environmental Influences, \*Literature Reviews, \*Matter, Pollution, Quality Control, Standards

To assist states in developing air quality standards, this book offers a review of literature related to atmospheric particulates and the development of criteria for air quality. It not only summarizes the current scientific knowledge of particulate air pollution, but points up the major deficiencies in that knowledge and the need for further research. Focused upon is total particulate matter of the kind normally measured by high-volume and paper-tape sampling methods and by dustfall collection. Further, it considers the effects of particulate matter in conjunction with some gaseous materials where important synergistic effects are observed. Methods of measuring the effects of particulate matter on meteorological conditions, atmospheric visibility, materials, and vegetation are documented, as well as the resulting economic loss. Public awareness of air pollution and the role of particulate matter in the odor problem are assessed. There is a chapter on the respiratory system, discussing particulate deposition therein and removal therefrom, necessary to understanding the final chapters which survey toxicological effects of particulate matter and the epidemiological data for man and animals. A glossary of terms, lists of symbols, abbreviations, and conversion factors for various units of measurement, author index, and subject index are provided. (BL)

**ED 070 648**

SE 015 369

**Mamantov, Gleb, Ed. Shults, W. D., Ed.**

**Determination of Air Quality. Proceedings of the ACS Symposium on Determination of Air Quality.**

Pub Date 72

Note—198p.

Available from—Plenum Press, 227 West 17th Street, New York, New York 10011 (\$13.50)

**Document Not Available from EDRS.**

Descriptors—\*Air Pollution Control, Chemistry, \*Compositional Analysis, \*Conference Reports, Environmental Influences, Evaluation Methods, Pollution, \*Technology

Composed of data submitted by a variety of experts in the field, this book provides an introduction to air pollution control. It contains the proceedings of the American Chemical Society Symposium on Determination of Air Quality held in Los Angeles, California, April 1-2, 1971. Contributions from chemists, physicians, engineers, administrators, and systems analysts provide an overview for newcomers and professionals alike working in the field of air quality control.

Beginning with a review of present storage and handling activities, surveillance networks, correlative work with health effects, and efforts to combine several measured parameters into a single understandable value, the work then examines recent developments in the methodology of air quality analysis. It also explores more avant-garde topics such as the determination of odors, the use of electron spectroscopy, and the important inter-societal efforts aimed at standardizing analytical procedures in the area of air quality control. As a contribution to the present state of science and technology, this volume will generate activity in the area of pollution control at a time when more information and research is urgently needed. (BL)

**ED 070 649** SE 015 389  
**The Environmental and Ecological Forum 1970-1971.**

Atomic Energy Commission, Washington, D. C. Office of Information Services.

Pub Date Jun 72

Note—196p.; Papers presented in the 1970-1971 Environmental and Ecological Forum Series

Available from—National Technical Information Service, U.S. Department of Commerce, Springfield, Virginia 22151 (TID-25857, \$3.00)

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Conference Reports, \*Ecology, \*Energy, Environment, \*Kinetics, Nuclear Physics, Production Techniques, Public Affairs Education, Radiation Effects, Socioeconomic Influences, \*Speeches, \*Technology

This report contains the papers presented in the 1970-1971 Environmental and Ecological Forum series, planned to provide an overview of the significant environmental, social, and economic aspects of electric power generation, more specifically, the pros and cons of nuclear power production. The Forum was organized as a public service to foster community understanding of environmental problems that increasingly tax society's capabilities for remedial action. Speakers with widely divergent opinions discussed the various ways in which the increasing development and use of technology may affect man's well-being. Their presentations were titled: Man's Conquest of Energy: Its Ecological and Human Consequences; The Nucs: Energy vs. the Environment; Nuclear Power Plants: Present, Past, and Future; The Radiation Hazard for Man; A Proposal for a Rational Policy to Control Radioactivity and Other Forms of Pollution; The Public and Radiation from Nuclear Power Plants; Adequacy of Present Radiation Standards; The Nuclear Power Information Communication Predicament; Nuclear Power Licensing: Risk-Benefit Determinations and the Public Interest; Nuclear Power: You Never Had It So Good; Benefits and Costs of Nuclear Power; and What We Do Know About Low-Level Radiation. (BL)

**ED 070 650** SE 015 428  
**The Environment Film Review. A Critical Guide to Ecology Films.**

Environment Information Center, New York, N.Y.

Pub Date 1 Sep 72

Note—155p.

Available from—Environment Information Center, Film Reference Dept., 124 East 39th Street, New York, New York 10016 (72-89549, \$20.00)

**Document Not Available from EDRS.**

Descriptors—\*Annotated Bibliographies, Audiovisual Aids, Content Analysis, \*Ecology, \*Environmental Influences, \*Films, \*Guides, Instructional Media, Reference Materials

Critical reviews of more than 600 environmental films selected from a field of several thousand are contained in this reference guide. Designed to provide a comprehensive selection of films covering all aspects of environmental affairs, from air pollution to wildlife, the guide is primarily user-oriented. It consists of two parts: a Review Section, which contains film reviews according to the 21 subject categories in the ACCESS system; and an Index Section, which permits location of films by subject, industry, sponsor, and title. Each review provides title of the production, physical characteristics, date, sponsor, producer and/or distributor, intended audience, cross referencing numbers, and rating followed by a synopsis of content, treatment, and ecological objectivity. The end result is a pattern of different subjects, treatment, and styles, ranging from cartoons and

TV documentaries to surrealist/impressionist pieces and lecture-type fare. Summary comments indicate that most films take a finger-pointing problem approach with an emotional commentary; few illuminate the root causes of pollution, explore alternatives, and examine solutions. Progress by the film industry, therefore, is needed in providing such education about the legal, technical, political and economic complexities of the problems. (BL)

**ED 070 651** SE 015 438  
**Schultz, Beth Marcuccio, Phyllis**

**Investigations in Ecology: Looking Into Earth's Life Systems and Man's Impact on Environment.**

Pub Date 72

Note—105p.

Available from—Charles E. Merrill Publishing Company, Columbus, Ohio 43216

**Document Not Available from EDRS.**

Descriptors—\*Ecology, \*Elementary Grades, Environmental Education, \*Instructional Materials, Interdisciplinary Approach, \*Investigations, Learning Activities, \*Secondary Grades, Teaching Guides

An exploration of earth's life systems and man's impact on his environment are provided in this boxed set of 70 skill cards for upper elementary and high school students. The core idea of the subject matter is that nothing exists in isolation, with both the man-dominated environment and natural habitats used to illustrate the importance of interrelationships. The cards, each focusing on a major ecological concept and detailing a specific investigation, are grouped into three categories: People and Environment; Plants, Animals, and Environment; and Earth: Life's Environment. They feature basic information, definitions, or assumptions on which the investigation is based; a statement of the problem; and drawings, charts, and/or photographs to illustrate the information. Basic mathematical and social studies skills are intertwined in many of the investigations. An accompanying "Guide to Learning" for teachers contains suggestions on how to use the cards; background information about ecology and environment; behavioral objectives; card by card suggestions including guiding questions, best season for the investigation, appropriateness as an outdoor or indoor activity, quantitative skills and social studies skills and concepts involved; supplies needed; and a bibliography for the student and teacher. (BL)

**ED 070 652** SE 015 452  
**Saunders, A.**

**European Curriculum Studies No. 3: Biology.**

Council of Europe, Strasbourg (France). Council for Cultural Cooperation.

Pub Date 72

Note—147p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Biology, \*Curriculum, Developed Nations, \*Educational Research, Educational Trends, Instruction, International Education, National Programs, Science Education, \*Secondary School Science

Identifiers—Research Reports

The Committee for General and Technical Education of the Council of Europe has initiated several projects to study, compare and evaluate curriculum materials used in the member nations. This publication, a result of such attempts, was prepared after making a survey of the status of biology teaching at the upper secondary school level in 19 member countries—Belgium, Cyprus, Denmark, France, Federal Republic of Germany, Iceland, Ireland, Italy, Luxembourg, Norway, Spain, Scotland, Sweden, Switzerland, Turkey, United Kingdom, Netherlands, Austria, and Malta. The study was concerned with the aims and objectives, program content, teaching methods, evaluation and assessment, and future trends in the development of curricula for the gifted at the upper academic secondary level. Questionnaires were designed on these aspects of biology teaching and completed by each member country. The report, with a number of tables and appendices, is divided into five separate chapters. General conclusions and recommendations are included in a separate section. In almost all countries, the status of biology is inferior to that of either physics or chemistry. With the recent changes in syllabi in these countries for more emphasis on genetics, cytology, ecology, developing skills and modes of thought for scientific stu-

dy, the position of biology is improving gradually. (PS)

**ED 070 653** 24 SE 015 462

**Romberg, Thomas A. Steitz, Jean**

**Items to Test Level of Attainment of Mathematics Concepts by Intermediate Grade Children.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-5-0216

Pub Date Nov 71

Contract—OEC-5-10-154

Note—76p.; Working Paper No. 56

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Cognitive Ability, Division, \*Elementary School Mathematics, \*Evaluation, \*Mathematical Concepts, Mathematics Education, Relationship, Set Theory, Student Evaluation, \*Tests

A 12-part paradigm for testing level of concept attainment was used to construct items covering the topics of sets, division, and expressing relationships. Within each topic the concepts presented in the middle elementary grades were identified; ten concepts were randomly selected for each topic; and, for each concept, items matching the tasks in the paradigm were developed. A total of 353 items appear in this paper, each presented in the form resulting from item tryouts and revisions. For related documents in this series, see SE 015 468 and SE 015 469. (Author/DT)

**ED 070 654** 24 SE 015 463

**Voelker, Alan M. And Others**

**An Analysis of Selected Classificatory Science Concepts in Preparation for Writing Tests of Concept Attainment.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No—WRDCLL-WP-57

Bureau No—BR-5-0216

Pub Date Nov 71

Contract—OEC-5-10-154

Note—173p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Classification, \*Concept Teaching, \*Conceptual Schemes, Educational Objectives, \*Educational Research, \*Elementary School Science, Evaluation, Learning, Science Education, \*Scientific Concepts

Identifiers—Research Reports

The mastery of a concept is quite important in learning science. In classroom situations, it is difficult to assess if students have attained mastery in the absence of some systematic evaluation of their understanding of the concept. With this in view, a scheme of concept analysis was developed in science and test items were written for each sub-concept. The topic selected was "classification" and 30 concepts, 10 in each of the biological, earth, and physical sciences were developed. Each concept was analyzed on selected criteria. These were named as (1) identifying the relevant, irrelevant, and critical attributes; (2) selecting supraordinate, coordinate, and subordinate concepts; (3) formulating a definition; and (4) listing examples and non-examples. (PS)

**ED 070 655** 24 SE 015 464

**Voelker, Alan M. Sorenson, Juanita S.**

**Items for Measuring the Level of Attainment of Selected Classificatory Science Concepts by Intermediate Grade Children.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-5-0216

Pub Date Nov 71

Contract—OEC-5-10-154

Note—145p.; Working Paper No. 58

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Classification, \*Concept Formation, Educational Research, \*Elementary School Science, \*Evaluation Criteria, Mathematical Concepts, \*Science Education, Scientific Concepts, Student Evaluation, \*Test Construction

Identifiers—Research Reports



The procedures utilized in constructing test items designed to measure intermediate grade children's level of attainment of selected classificatory science concepts are described. Tests were prepared to measure children's level of concept mastery for 30 concepts, 10 each from the areas of biological science, earth science, and physical science. For each concept, an item was written to measure children's ability to perform each of the 12 tasks of a schema for testing the level of concept mastery. The items presented have been revised on the basis of a pilot study conducted with children in the public schools. (Author/PS)

**ED 070 656** 24 SE 015 465  
Harvey, John G.

**The Content of Arithmetic Included in a Modern Elementary Mathematics Program.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-5-0216

Pub Date Oct 71

Contract—OEC-5-10-154

Note—45p.; Working Paper No. 79

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Arithmetic, \*Curriculum Development, \*Elementary School Mathematics, \*Geometric Concepts, \*Instruction, \*Mathematics Education, \*Number Concepts, \*Program Descriptions

Identifiers—Number Operations

Details of arithmetic topics proposed for inclusion in a modern elementary mathematics program and a rationale for the selection of these topics are given. The sequencing of the topics is discussed. (Author/DT)

**ED 070 657** 24 SE 015 466  
Leffin, Walter William

**A Study of Three Concepts of Probability Possessed by Children in the Fourth, Fifth, Sixth and Seventh Grades.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No—WURDCCL-TR-170

Bureau No—BR-5-0216

Pub Date Sep 71

Contract—OEC-5-10-154

Note—281p.

**EDRS Price MF-\$0.65 HC-\$9.87**

Descriptors—Curriculum, \*Doctoral Theses, \*Elementary School Mathematics, \*Mathematics Education, \*Probability, \*Research

The status of three basic concepts of probability—points of a finite sample space, probability of a simple event in a finite sample space, and quantification of probabilities—possessed by children in grades four through seven was examined. A test for each of the three concepts was constructed by the author and administered to a total of 528 students who had not been taught probability previously. A multivariate analysis of covariance was performed on the results of the three tests, with grade equivalent scores on the Stanford Arithmetic Achievement Test used as covariates. The overall mean performances were significantly different among I.Q. groups, sex groups, and grades. The children demonstrated that they had acquired considerable knowledge about the three probability concepts without having received formal training. (Author/DT)

**ED 070 658** 24 SE 015 467  
Pella, Milton O. And Others

**Teaching the Conceptual Scheme "The Particle Nature of Matter" in the Elementary School.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No—WRDCCL-TR-173

Bureau No—BR-5-0216

Pub Date Jul 71

Contract—OEC-5-10-154

Note—63p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Concept Teaching, \*Conceptual Schemes, \*Educational Research, \*Elementary School Science, \*Evaluation, \*Fundamental

Concepts, Instruction, Science Education, \*Scientific Concepts

**Identifiers—Research Reports**

Conclusions of an extensive project aimed to prepare lessons and associated materials related to teaching concepts included in the scheme "The Particle Nature of Matter" for grades two through six are presented. The hypothesis formulated for the project was that children in elementary schools can learn theoretical concepts related to the particle nature of matter. Pretests and posttests were prepared and administered on experimental and control subjects. The statistical procedures employed for assessing the attainment of the concepts are described. A description of reliability and validity of test items is included. The criteria for concept achievement were met by most experimental subjects. The children in grades two through six showed interest in learning about the particle nature of matter. Teacher attitudes about teaching this topic at these grade levels were generally positive. (Author/PS)

**ED 070 659** 24 SE 015 468  
Harris, Margaret L. Romberg, Thomas A.

**Measuring Mathematics Concept Attainment: Boys and Girls.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No—WURDCCL-TR-195

Bureau No—BR-5-0216

Pub Date Nov 71

Contract—OEC-5-10-154

Note—34p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Cognitive Ability, Division, \*Elementary School Mathematics, \*Evaluation, \*Mathematical Concepts, \*Mathematics Education, \*Relationship, \*Research, \*Set Theory, \*Student Evaluation, \*Test Construction, \*Testing, \*Tests

Test development efforts for constructing 12 items to measure achievement of each of 30 selected mathematics concepts are described. The topics covered are sets, division and expressing relationships. Item and total score statistics for data collected on 196 girls who had just completed the fifth grade during early summer of 1970 and 195 boys who had just begun the sixth grade during the fall of 1970 are presented and discussed. For related documents, see SE 015 462 and SE 015 469. (Author/DT)

**ED 070 660** 24 SE 015 469  
Harris, Margaret L. Romberg, Thomas A.

**An Analysis of Content and Task Dimensions of Mathematics Items Designed to Measure Level of Concept Attainment.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No—WURDCCL-TR-196

Bureau No—BR-5-0216

Pub Date Nov 71

Contract—OEC-5-10-154

Note—42p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Cognitive Ability, \*Content Analysis, \*Elementary School Mathematics, \*Evaluation, \*Factor Analysis, \*Mathematical Concepts, \*Mathematics Education, \*Task Analysis, \*Test Construction

Mathematics items developed to measure concept attainment for the topics of set theory, division, and expressing relationships were studied. A completely crossed design with 30 concepts and 12 tasks was used. The items were administered to 196 girls who had just completed the fifth grade and to 195 boys who had just begun the sixth grade. Conventional factor analyses were performed, separately for boys and girls, for concept scores and for task scores; these showed that all 30 of the concepts were measures of a single functional relationship existing among the concepts and that all 12 tasks were measures of a single underlying ability or latent trait. Three-mode factor analyses indicated that there were no important concept-task interactions for the idealized person and thus the concepts and the tasks can be regarded as being two independent modes. For related documents in this series, see SE 015 462 and SE 015 468. (Author/DT)

**ED 070 661** 24 SE 015 470  
Voelker, Alan M. Harris, Margaret L.

**Measuring Science Concept Attainment of Elementary School Boys and Girls.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No—WRDCCL-TR-197

Bureau No—BR-5-0216

Pub Date Nov 71

Contract—OEC-5-10-154

Note—35p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Classification, Conceptual Schemes, \*Educational Research, \*Elementary School Science, \*Evaluation, \*Science Education, \*Scientific Concepts, \*Test Construction, \*Tests

**Identifiers—Research Reports**

Test items were developed for assessing the mastery of 30 selected science concepts on classification. These concepts were drawn from the areas of physical, biological, and earth sciences. A schema of twelve test items was developed for each concept. Procedures used in the construction and revision of these test items are described. The tests were given to beginning sixth grade children and the publication includes most of the statistical data. Separate data analyses are presented for boys and girls. (PS)

**ED 070 662** 24 SE 015 471  
Carpenter, Thomas P.

**The Performance of First Grade Students on a Nonstandard Set of Measurement Tasks.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No—WURDCCL-TR-211

Bureau No—BR-5-0216

Pub Date Dec 71

Contract—OEC-5-10-154

Note—25p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Cognitive Development, \*Conservation (Concept), \*Elementary School Mathematics, \*Geometric Concepts, \*Learning Theories, \*Mathematics Education, \*Measurement, \*Research

First-grade students' understanding of several basic measurement processes was examined. Twenty randomly selected students from five first-grade classes in two different schools were individually examined on 11 measurement tasks. Seven of the tasks were adapted from items reported in the Gal'perin and Georgiev study, designed to test understanding of the unit of measure; four additional tasks required students to respond strictly on the basis of numerical clues. Students had difficulty with the tasks, which seemed to be the result of inability to conserve, inexperience with the specific measurement operations, and an ambiguity in several of the items. Findings showed that students did not have a stable concept of measurement and were not able to appreciate the value of a constant unit of measure, that there was little transfer between tasks, that tasks involving unequal quantities were easier than similar tasks involving equal quantities, and that numerical cues were almost as strong as physical cues in certain conservation tasks. (Author/DT)

**ED 070 663** 24 SE 015 472  
Wilks, Clyde A. And Others

**The Relative Effectiveness of Two Different Instructional Sequences Designed to Teach the Addition and Subtraction Algorithms.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No—WRDCCL-TR-222

Bureau No—BR-5-0216

Pub Date Jun 72

Contract—OEC-5-10-154

Note—54p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Addition, \*Algorithms, \*Arithmetic, \*Curriculum, \*Instruction, \*Mathematics Education, \*Research, \*Subtraction

Two sequences of activities were developed to provide instruction on the algorithms for addition

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and subtraction of two-digit numbers. In the integrated sequence (I) the mechanics of "carrying" and "borrowing" were treated as a single process "regrouping." In the sequential treatment (S) the addition algorithm was developed before the subtraction algorithm. Students of two second-grade classes were randomly reassigned to either group S or group I. Profiles were generated by item sampling. Group means were estimated for addition, subtraction and total performance every three days. Also, on the eighteenth day all children were administered a 20-item achievement test. Overall differences in group performance were not significant. Some differences in performance on operations at specific times were significant and favored group S. (A slightly different prepublication draft of this document was announced as ED 062 195.) (Author/MM)

**ED 070 664** SE 015 473  
Mackean, D. G.

**Experimental Work in Biology: Book 1, Food Tests; Book 2, Enzymes; Book 3, Soil.**

Pub Date 71

Note—95p.

Available from—John Murray (Publishers) Ltd., 50 Albemarle Street, London, W1X 4BD, England

**Document Not Available from EDRS.**

Descriptors—\*Biology, Food, \*Instructional Materials, Laboratory Experiments, \*Laboratory Manuals, \*Science Activities, Secondary Grades, Secondary School Science, Soil Science, \*Teaching Guides

Laboratory experiments are presented in these first three manuals of a six-volume series for use at the 12- to 16-year-old, or British CSE, level. On the subject of food tests, 17 exercises are prepared in connection with Biuret reactions, starch and emulsion tests, Millon's and Benedict's reagents, reagent sensitivity, and calorific values and vitamin C contents in food. In the second book, 11 exercises with enzymes are incorporated, focusing on salivary amylase, pepsin, lipase, starch phosphorylase, dehydrogenase, catalase, and enzyme reaction rates at different temperatures. Contained in the third book are 14 exercises on soil dealing with soil composition, living organisms, and comparison of natural soils and artificial mixtures. Only essential operations are included in the instructions, and discussion questions are given to aid students in further deductions. Illustrations for explanation use are also provided. Teachers' guides are available for each book. (CC)

**ED 070 665** SE 015 475  
**Environment Information ACCESS, Volume 2 Number 18.**

Environment Information Center, New York, N.Y.

Pub Date 15 Sep 72

Note—78p.

Available from—Environment Information Center, 124 East 39th Street, New York, New York 10016

**Document Not Available from EDRS.**

Descriptors—Abstracts, \*Environment, \*Indexes (Locators), Information Dissemination, \*Information Science, Natural Resources, Periodicals, \*Pollution, \*Reference Materials

ACCESS is an indexing, abstracting, and information retrieval service that covers published and non-print information on environmental pollution, conservation, and related fields. It provides an overview of the environmental reporting of more than 1000 scholarly, scientific, industrial, technical, and general periodicals and major newspapers; important environmental radio and television programming, films and filmstrips, books, corporate publications, and major conference publications. Introductory pages explain the ACCESS system, the Ecology Forum, the microfiche retrieval system, and significant information appearing in the issue. The Main Entry section contains document abstracts related to: air pollution, chemical and biological contamination, energy, environmental education, environmental design, food and drugs, international aspects, land use and misuse, noise pollution, non-renewable resources, oceans and estuaries, population planning and control, radiological contamination, recreation, renewable resources, solid wastes, transportation, water pollution, weather, modification and geophysical change, and wildlife. Additional sections deal with significant environmental entries from the Federal Re-

gister, reviews of recent books in environmental subject areas, current environment-related conferences, and subject, industry, and author indexes. (BL)

**ED 070 666** SE 015 476  
**Environment Information ACCESS, Volume 2 Number 19.**

Environment Information Center, New York, N.Y.

Pub Date 1 Oct 72

Note—82p.

Available from—Environment Information Center, 124 East 39th Street, New York, New York 10016

**Document Not Available from EDRS.**

Descriptors—Abstracts, \*Environment, \*Indexes (Locators), Information Dissemination, \*Information Science, Natural Resources, Periodicals, \*Pollution, \*Reference Materials

ACCESS is an indexing, abstracting, and information retrieval service that covers published and non-print information on environmental pollution, conservation, and related fields. It provides an overview of the environmental reporting of more than 1000 scholarly, scientific, industrial, technical, and general periodicals and major newspapers; important environmental radio and television programming, films and filmstrips, books, corporate publications, and major conference publications. Introductory pages explain the ACCESS system, the Ecology Forum, the microfiche retrieval system, and significant information appearing in the issue. The Main Entry section contains document abstracts related to: air pollution, chemical and biological contamination, energy, environmental education, environmental design, food and drugs, international aspects, land use and misuse, noise pollution, non-renewable resources, oceans and estuaries, population planning and control, radiological contamination, recreation, renewable resources, solid wastes, transportation, water pollution, weather, modification and geophysical change, and wildlife. Additional sections deal with significant environmental entries from the Federal Register, current environment-related conferences, and subject, industry, and author indexes. (BL)

**ED 070 667** SE 015 477  
**Environment Information ACCESS, Volume 2 Number 20.**

Environment Information Center, New York, N.Y.

Pub Date 15 Oct 72

Note—79p.

Available from—Environment Information Center, 124 East 39th Street, New York, New York 10016

**Document Not Available from EDRS.**

Descriptors—Abstracts, \*Environment, \*Indexes (Locators), Information Dissemination, \*Information Science, Natural Resources, Periodicals, \*Pollution, \*Reference Materials

ACCESS is an indexing, abstracting, and information retrieval service that covers published and non-print information on environmental pollution, conservation, and related fields. It provides an overview of the environmental reporting of more than 1000 scholarly, scientific, industrial, technical, and general periodicals and major newspapers; important environmental radio and television programming, films and filmstrips, books, corporate publications, and major conference publications. Introductory pages explain the ACCESS system, the Ecology Forum, the microfiche retrieval system, and significant information appearing in the issue. The Main Entry section contains document abstracts related to: air pollution, chemical and biological contamination, energy, environmental design, food and drugs, international aspects, land use and misuse, noise pollution, non-renewable resources, oceans and estuaries, population planning and control, radiological contamination, recreation, renewable resources, solid wastes, transportation, water pollution, weather, modification and geophysical change, and wildlife. Additional sections deal with significant environmental entries from the Federal Register, reviews of recent books in environmental subject areas, current environment-related conferences, and subject, industry, and author indexes. (BL)

**ED 070 668** SE 015 478  
**Environment Information ACCESS, Volume 2 Number 21.**

Environment Information Center, New York, N.Y.

Pub Date 1 Nov 72

Note—79p.

Available from—Environment Information Center, 124 East 39th Street, New York, New York 10016

**Document Not Available from EDRS.**

Descriptors—Abstracts, \*Environment, \*Indexes (Locators), Information Dissemination, \*Information Science, Natural Resources, Periodicals, \*Pollution, \*Reference Materials

ACCESS is an indexing, abstracting, and information retrieval service that covers published and non-print information on environmental pollution, conservation, and related fields. It provides an overview of the environmental reporting of more than 1000 scholarly, scientific, industrial, technical, and general periodicals and major newspapers; important environmental radio and television programming, films and filmstrips, books, corporate publications, and major conference publications. Introductory pages explain the ACCESS system, the Ecology Forum, the microfiche retrieval system, and significant information appearing in the issue. The Main Entry section contains document abstracts related to: air pollution, chemical and biological contamination, energy, environmental education, environmental design, food and drugs, international aspects, land use and misuse, noise pollution, non-renewable resources, oceans and estuaries, population planning and control, radiological contamination, recreation, renewable resources, solid wastes, transportation, water pollution, weather, modification and geophysical change, and wildlife. Additional sections deal with significant environmental entries from the Federal Register, current environment-related conferences, and subject, industry, and author indexes. (BL)

**ED 070 669** SE 015 485

**The Science Committee. A Report by the Committee on the Utilization of Young Scientists and Engineers in Advisory Services to Government. Appendixes.**

National Academy of Sciences, Washington, D.C. Spoons Agency—Department of Defense, Washington, D.C. Advanced Research Projects Agency.

Pub Date 72

Note—127p.

Available from—Printing and Publishing Office, National Academy of Science, 2101 Constitution Avenue, N.W., Washington, D.C. 20418

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Advisory Committees, \*Government (Administrative Body), \*Sciences, \*Surveys, \*Trend Analysis

Identifiers—National Academy of Sciences

This document describes the history, nature, purpose, and operation of committees assisting the government in matters lying generally within engineering or the physical, medical, and life sciences. Principal findings and recommendations presented in the first volume deal with the establishment and operation of committees; the identification, selection, and recruitment of committee members; and the relations between advisory committees and sponsoring agencies. The second volume provides detailed background information on the development of the advisory system, the variety of its functions, and the several kinds of committees that have evolved to serve those functions. It also examines major aspects of the operation of the science advisory committee system, describing certain characteristics of committee membership, the selection, recruitment, and motivation of individual committee members, and the current strengths and weaknesses of committee operation. Although the report emphasizes the importance of recruiting younger scientists to serve on committees, it also discusses geographical and institutional representation, the recruitment of women and members of ethnic minorities, and the range of employment background represented. (Author/PS)

**ED 070 670** SE 015 486

Warren, Charles E.

**Biology and Water Pollution Control.**

Pub Date 71

Note—434p.

Available from—W. B. Saunders Company, West Washington Square, Philadelphia, Pa. 19105

**Document Not Available from EDRS.**

Descriptors—\*Biology, \*Ecology, \*Environmental Education, \*Environmental Influences, Higher Education, Pollution, Secondary Education, \*Textbooks, \*Water Pollution Control, Water Resources

Within this text, the reader is attuned to the role biology can and should play in combating the alarming increase in water pollution. Both the urgency of the problem and the biological techniques that are being developed to cope with the water pollution crisis are scrutinized; what is and is not known about the problem is explained; past, present, and proposed control methods are analyzed; and promising new approaches to the effective biological conservation of our diminishing clean water resources are suggested. Initial chapters deal with the historical, social, technological, and legal background of the pollution problem as well as biological approaches used in water pollution control. Physical and chemical properties of water are described and the various types of water pollution and their effects on the aquatic environment are categorized. The core of the book consists of four sections that examine in detail the morphology and physiology of aquatic organisms, ecology of the individual organism, ecology of the individual organism, population ecology, and community ecology. In concluding chapters, it is shown how the field of biology may be applied to the solution of existing water pollution problems. A bibliography is included. (BL)

ED 070 671 SE 015 488

Kuczma, R. M.

**Individualized Instruction in Science, Introductory Physical Science, Learning Activity Packages.**

Eastchester Public Schools, N. Y.

Pub Date [72]

Note—64p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Grading, Individualized Instruction, \*Individualized Programs, \*Instructional Materials, \*Physical Sciences, Remedial Instruction, \*Science Activities, Secondary Grades, \*Secondary School Science

Identifiers—Eastchester New York Schools, Learning Activity Packages

Learning Activity Packages (LAP) mostly relating to the Introductory Physical Science Text are presented in this manual for use in sampling a new type of instruction. The total of 14 topics are incorporated into five units: (1) introduction to individualized learning; (2) observation versus interpretation; (3) quantity of matter; (4) introduction to atoms, compounds, and elements; and (5) models of matter. Brief descriptions are included of LAP, activity in chemistry laboratory, metric system, mass and volume, and a review of atoms and molecules. A set of directions for fulfilling specific objectives is given for each topic, making it possible for students to learn on their own as individuals. Among these, some are specially designed and others are identified in connection with the content of "Modern Chemistry; Terms, Tables, and Skills," by B. J. Woodruff, and "Modern Physical Science" by Brooks and others. In the course of learning, besides keeping a notebook and vocabulary sheets, the students are asked to take pretests, self-evaluation tests, and posttests. Students' grades are assigned on the basis of the amount of their work, posttest results, and work habits and attitudes. Also included are two remedial units dealing with calculation with decimals and standard scientific notation of numbers. (CC)

ED 070 672 SE 015 489

Kuczma, R. M.

**Individualized Instruction in Science, Time-Space-Matter, Learning Activity Packages.**

Eastchester Public Schools, N. Y.

Pub Date [72]

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Earth Science, Individualized Instruction, \*Individualized Programs, Instructional Materials, \*Learning Activities, \*Lunar Research, \*Secondary Grades, Secondary School Science, Teaching Methods

Identifiers—Eastchester New York Schools, Learning Activity Packages

Learning Activity Packages (LAP) relating to time, space, and matter are presented for use in sampling a new type of learning for a whole year. Besides the unit on introduction to individualized learning, 11 major topics are incorporated into

three other units: (1) observation of the physical world, (2) space and exploration for environmental benefit of earth, and (3) exploring the planet earth. A set of self-directed activities is given in each topic, leading the students to learn on their own and participate in class discussions. Most activities are adopted from the content of earth science textbooks, while others are in connection with selected filmstrips and science series. Excerpts concerning the importance of information gained from moon, learning from the moon, geology of Apollo 15 moon landing site, man's changing view of the earth, and keeping up to date on the moon are included along with a message to citizens of tomorrow. Pretests, self-evaluation tests, and posttests are used in evaluation. As appendices, two remedial units dealing with calculation with decimals and scientific notation of numbers are provided. (CC)

ED 070 673

SE 015 490

Kuczma, R. M.

**Individualized Instruction in Science, Time-Space-Matter, Self-Directed Activities.**

Eastchester Public Schools, N. Y.

Pub Date [72]

Note—57p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Earth Science, \*Individualized Instruction, Individualized Programs, Instructional Materials, \*Laboratory Procedures, \*Learning Activities, Lunar Research, \*Secondary Grades, Secondary School Science, Teaching Methods

Identifiers—Eastchester New York Schools, Learning Activity Packages

As a supplement to Learning Activity Packages (LAP) on the time-space-matter subject, details are presented for self-directed activities. Major descriptions are given on the background of LAP characteristics, metric system, profile graph construction, spectroscopy operation, radiant energy measurement, sunspot effects, density determination, dimensions of the earth, and radius computation by use of shadows. The remaining LAPs grouped in the experiment category are concerned with the moon's origin and characteristics, radiation aspects, and identification of rocks and minerals. Tables of average summer temperatures in New Haven and annual sunspot numbers are included. Also provided is a list of slides on Apollo missions. (CC)

ED 070 674

SE 015 491

Kuczma, R. M.

**Individualized Instruction in Science, Earth Space Project, Learning Activities Package.**

Eastchester Public Schools, N. Y.

Pub Date [72]

Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aerospace Education, \*Earth Science, Individualized Instruction, \*Individualized Programs, Instructional Materials, \*Learning Activities, \*Secondary Grades, Secondary School Science, \*Space Sciences, Teaching Methods

Identifiers—Eastchester New York Schools, Learning Activity Packages

Learning Activity Packages (LAP) relating to the earth and space are presented for use in sampling a new type of learning for a whole year. Eighteen topics are incorporated into five units: (1) introduction to individualized learning, (2) observation versus interpretation, (3) chemistry in the space age, (4) the space age inter-disciplines, and (5) humanities and space. A set of self-directed activities is given in each topic, leading students to learn on their own and enter into group discussions. Most activities are especially designed for the purpose and given in separated sheets, while others are in connection with textbooks such as "Investigating the Earth"; "Time, Space, Matter"; "Modern Chemistry" by Metcalfe and others; "Science and Serendipity" by Halacy, Jr.; Apollo missions' slides, etc. Pretests, self-evaluation tests, and posttests are used in evaluation. Also included in the appendices are two remedial units dealing with calculation with decimals and scientific notation of numbers. (CC)

ED 070 675

SE 015 492

Kuczma, R. M.

**Individualized Instruction in Science, Earth-Space Project, Self-Directed Activities.**

Eastchester Public Schools, N. Y.

Pub Date 72

Note—59p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Earth Science, \*Individualized Instruction, Individualized Programs, \*Instructional Materials, Learning Activities, Science Activities, Secondary Grades, \*Secondary School Science, \*Space Sciences

Identifiers—Eastchester New York Schools, Learning Activity Packages

As a supplement to Learning Activity Packages (LAP) of the earth-space project, this manual presents self-directed activities especially designed for individualized instruction. Besides an introduction to LAP characteristics, sets of instructions are given in connection with the metric system, the earth's dimensions, indirect evidence for atomic theory, atomic radius, spectral analyses of energy levels, ionization potential, esters, relationship between a candle and a star, heat content of a candle, mass number, periodic table, photosynthesis, format for term investigation, and precautions in chemistry laboratory. Also included are the following excerpts: Why Support Science?; Living Dangerously in the Age of Science; Point of View (on science development); Will the World Come to a Horrible End?; A Fish Story; and One Small Step—One Giant Leap. Student evaluations are made by using pretests, self-evaluation tests, and post-tests. (CC)

ED 070 676

SE 015 502

Bausum, Howard T.

**Science for Society: A Bibliography, Third Edition.**

American Association for the Advancement of Science, Washington, D.C. Commission on Science Education.

Report No—AAAS-Misc-Pub-72-13

Pub Date 72

Note—92p.

Available from—AAAS, 1515 Massachusetts Avenue, N.W., Washington, D.C. 20005 (\$1.00)

**Document Not Available from EDRS.**

Descriptors—\*Bibliographies, Books, Education, \*Environment, Health, Periodicals, Population Trends, Reference Materials, Relationship, \*Sciences, \*Social Sciences, \*Technology

Considering all aspects of the interrelations of man, society, environment, science, and technology, this bibliography is offered as an aid to those concerned with the social problems that have arisen from, or been aggravated by, advances in the technological applications of scientific knowledge. It should be useful for teachers and students, in secondary schools and colleges, seeking information and ideas for program instruction or breadth of learning. References are about evenly divided between books and periodical literature, and about three-fourths are 1971 publications. The more than 3,000 entries are arranged under six main topics and sub-topics: general references; science, technology, society; resources and the environment; education; health; and conflict and population. Comments at the beginning of each section provide an overview of its content and suggest other categories that contain closely related references. Brief notes about content are included for some, but not all, of the publications. Titles intended primarily for experts in a particular field or for elementary and preschool children are avoided, although a few titles of value for the junior high school level are annotated "for the young." Key references are starred and intended as suggested starting points for reading and obtaining further references on the topic. (BL)

ED 070 677

SE 015 505

Badcock, E. H. And Others

**Education in the Middle Years. The First Report from the Schools Council Middle Years of Schooling Project.**

Schools Council, London (England).

Report No—SC-WP-42

Pub Date 72

Note—112p.

Available from—Citation Press, 50 West 44th Street, New York, New York 10036

**Document Not Available from EDRS.**

Descriptors—Age Grade Placement, \*Curriculum Development, Curriculum Research, Curriculum Study Centers, \*Educational Resources, \*Elementary Grades, Reports, Research Projects, \*School Improvement, \*Secondary Grades

Theoretical background materials for the development of an overall curriculum are



presented in this first report for teacher use. Following descriptions concerning the middle years of schooling, current trends of curriculum objectives are discussed in connection with value systems, children's social adjustments, learning theories, and balanced arrangements. Related findings on children's thinking are analyzed for clarification of their physical and psychological developments. Curriculum contents are reviewed to show present patterns of organization in schooling. The report from the Department of Educational Research, University of Lancaster, is described as in the think-tank rather than the material-producing category. Field work is conducted through observations of qualified schools by informants, and discussions held among teachers in teachers' centers. It was concluded that each child should be challenged at a level commensurate with his abilities, and his learning activities should be directed toward further developments. Contained is a summary of opinions of 1,390 individuals, primarily elementary and secondary school teachers. Project discussion papers for local working parties, a table of working party conclusions, and a list of working parties with their report submitted are also included in appendices. Further reports are to deal with individual subjects. (CC)

ED 070 678 24 SE 015 512

Jerman, Max E.

Predicting the Relative Difficulty of Problem-Solving Exercises in Arithmetic. Final Report.

Pennsylvania State Univ., University Park.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-2-C-047

Pub Date Dec 72

Grant—OEG-3-72-0036

Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum, \*Elementary School Mathematics, \*Mathematics Education, Problem Sets, \*Problem Solving, \*Research, Secondary School Mathematics

The possibility of preparing a set of word problems of a predicted level of difficulty based on six variables (for multiplication, division, recall, conversions, operations, and number of words in the problem statement) and on regression equations developed in previous work was investigated. Four problem sets were used in grades four through six, and four different sets were given in grades seven through nine; a total of 340 students participated. The data indicated that the relative difficulty of the exercises was nearly the same over grade levels. Results showed that the general equation used in previous studies did not yield accurate predictions for the problems, based on a chi-square test. New equations computed for each grade level gave more accurate, though not significant, predictions. (Appendix B, pages 54-65, may be illegible.) (Author/DT)

ED 070 679 24 SE 015 514

Nelson, Barbara Ann

Effects of the Analytic-Global and Reflectivity-Impulsivity Cognitive Styles on the Acquisition of Geometry Concepts Presented Through Emphasis or No Emphasis and Discovery or Expository Lessons.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—WRDCCL-TR-234

Bureau No.—BR-5-0216

Pub Date Sep 72

Contract—OEC-5-10-154

Note—155p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Cognitive Processes, Geometric Concepts, Grade 7, \*Instruction, Learning, \*Learning Characteristics, Learning Theories, Mathematics Education, \*Research, \*Secondary School Mathematics

Two studies were designed to identify two learning styles. Study I looked at the effect of the analytic-global cognitive style on the acquisition of three geometry concepts presented through written lessons which did or did not contain verbal emphasis of relevant attributes. A total of 108 analytic and global seventh grade students were identified by the Hidden Figures Test. Results of

the lessons showed that analytic students performed better than global students and that students studying the emphasis lesson performed better than those studying the no-emphasis lesson. Study II looked at the effect of the reflectivity-impulsivity cognitive style on the acquisition of three geometry concepts presented through discovery or expository lessons. A total of 107 reflective and impulsive seventh graders were identified by the Matching Familiar Figures Test. Results of the lessons showed that students studying expository lessons performed better than those studying discovery lessons and that expository lessons did not benefit impulsive students more than reflective students. (Author/DT)

ED 070 680 SE 015 554  
Environment, Teacher Manual, Primary, Idea 3, Water.

Environmental Education Project, Grafton, Ill.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 72

Note—54p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, \*Environmental Education, Instructional Materials, Learning Activities, Natural Resources, \*Primary Grades, Student Teacher Relationship, \*Teaching Guides, Units of Study (Subject Fields), \*Water Resources

Identifiers—ESEA Title III

The Environmental Education Project Center has developed these guidelines for teaching a unit in environmental studies. It is their intention that the teacher and student cooperatively plan the approach and content to be used during the course of study. In this unit about water, teacher resource information and student material are combined to form a teacher's manual for use in the primary grade levels. Project objectives, behavioral objectives, and pre- and post-test questions introduce the unit sections followed by ideas, actions, and/or activities to develop awareness of water qualities and pollution effects. Major topics of discussion range from uses of water, farmland drainage, and watershed litter to the effects of sewage on streams and treating wastewater. Field trips emphasizing concepts previously learned are suggested and additional sources of information and materials for both students and teachers are listed. This work was prepared under an ESEA Title III contract for the project "Operation Survival Through Environmental Education." (BL)

ED 070 681 SE 015 555

Environment, Teacher Manual, Intermediate, Idea 3, Water.

Environmental Education Project, Grafton, Ill.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 72

Note—64p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, \*Environmental Education, Instructional Materials, \*Intermediate Grades, Learning Activities, Natural Resources, Student Teacher Relationship, \*Teaching Guides, Units of Study (Subject Fields), \*Water Resources

Identifiers—ESEA Title III

The Environmental Education Project Center has developed these guidelines for teaching a unit in environmental studies. It is their intention that the teacher and student cooperatively plan the approach and content to be used during the course of study. In this unit about water, teacher resource information and student material are combined to form a teacher's manual for use in the intermediate grade levels. Project objectives, behavioral objectives, and pre- and post-test questions introduce the unit sections followed by ideas, actions, and/or activities to develop awareness of water qualities and pollution effects. Major topics of discussion range from uses of water, farmland drainage, and watershed litter to the effects of sewage on streams and treating wastewater. Field trips emphasizing concepts previously learned are suggested and additional sources of information and materials for both students and teachers are listed. This work was prepared under an ESEA Title III contract for the project "Operation Survival Through Environmental Education." (BL)

## SO

ED 070 682

SO 002 070

Mosher, Ralph L.

Objectives of Training Programs for Secondary School Teachers of Psychology.

Pub Date 71

Note—9p.; Paper presented at Annual Meeting, American Psychological Association, Washington, D.C., 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Behavioral Sciences, \*Educational Objectives, \*Psychology, Secondary Education, \*Social Sciences, \*Teacher Education

Basic assumptions of this paper are that psychology should be and will be taught in American high schools. Two basic arguments for teaching pre-college psychology are to teach students the scientific method and to familiarize students about ways in which human beings develop and behave, in the long run upgrading human potential. Rather than a survey course, it is suggested that several elective courses be offered. Main objectives of training programs for secondary school teachers of psychology are to not only prepare teachers academically for subject mastery but, moreover, to be able to help students apply and personalize the principles of psychology; to train teachers in pedagogical skills; to educate teachers in the knowledge of adolescent growth and behavior so they will be sensitive to personal concerns of students; and to develop and evaluate psychology curriculum. Most importantly psychology should have an educational effect on the adolescent. (SJM)

ED 070 683

SO 002 332

West, Edith And Others

[Project Social Studies. Background Papers.]

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—141p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Concept Teaching, Intellectual Disciplines, Learning Processes, Projects, \*Social Sciences, \*Social Studies, Values

Seven background papers, along with the discipline papers described in SO 003 100, provided significant ideas, concepts, and important topics for organization and development of the project social studies curriculum. The seven papers are: 1) "Developing Skills in the Social Studies Program", which discusses objectives of teaching skills and behavioral goals related to skills; 2) "The Role of the Social Studies in Developing Values"; 3) "Concepts, Generalizations, and Theories"; 4) "Learning Principles", which suggest factors associated with the learning process; 5) "The Social Science Disciplines", which places the discipline papers into the perspective of the social sciences as a broad division of study; 6) "Curricular Framework", which outlines and summarizes k-12 units of Project Social Studies; and 7) "Implications for Terminology", which offers a framework for examining terminology in the social sciences. (SJM)

ED 070 684

SO 002 521

Fryberg, Carl

Asian Studies: Experimental Course of Study, 11th or 12th Year Elective.

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Pub Date Sep 69

Note—126p.; Resource Materials in Asian Studies for the Senior High Schools

Available from—Bureau of Curriculum Development, Board of Education, City of New York, 131 Livingston Street, Brooklyn, New York 11201

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Art, Asian History, \*Asian Studies, Chinese Culture, \*Cross Cultural Studies, \*Elective Subjects, Family Life, Foreign Culture, Grade 11, Grade 12, Human Geography, Literature, Religion, \*Social Studies

This experimental course of study has a twofold purpose. Primarily, it is intended to serve as basis for an elective for the 11th or 12th year student. Openended in organization, it encourages teachers and students to add new dimensions. It provides a comprehensive bibliography and detailed information with which to

develop an elective in the area of social studies and as an adjunct to a world literature course. Secondly, it is intended to serve as a resource for teachers of all grades. It provides necessary background information and suggested activities to permit the teacher to enrich classroom activities, as well as providing areas for individual study. Focusing on China, India, and Japan, the course is divided into five themes: 1) Geographic Factors; 2) Family Life; 3) Religion and Society; 4) Art and Society; and 5) Literature. Some of the course objectives are to: 1) develop understanding of the contemporary cultural patterns and value systems of three nations; 2) develop understanding of problems faced by Asian nations in dealing with the intrusion of modern economic, political, and social forces; and, 3) broaden and deepen skills in use and interpretation of data and in evaluation of the sources of this material. (FDI)

**ED 070 685** SO 002 954

Schmidt, Fran Adams, Grace  
American Culture, Social Studies, Language Arts:  
6426.01.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—59p.; Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Activity Units, \*American Culture, Curriculum Guides, \*Humanities, Interdisciplinary Approach, \*Language Arts, Personal Values, Resource Guides, Secondary Grades, \*Social Studies Units, Teaching Techniques, Values

Identifiers—American Studies, Florida, \*Quinmester Program

A study unit for social studies or language arts credit in secondary grades is developed for a problem centered in-depth analysis of contemporary America. An interdisciplinary approach focusing on an analysis of art, literature, music, and philosophy is suggested to help the student assess personal values and beliefs concerning contemporary American culture. Objectives for the course are stated and suggested learning activities for each area of study are outlined. A bibliography of recommended instructional materials is included. (SHM)

**ED 070 686** SO 002 959

Schrager, Donald M.

Empire to Commonwealth: The British Imprint.  
Social Studies: 6478.18.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—55p.; Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Activity Units, Behavioral Objectives, Cross Cultural Studies, Cultural Background, Curriculum Guides, \*European History, Grade 7, Grade 8, Grade 9, Junior High Schools, Resource Guides, \*Social Studies Units, Teaching Techniques, Western Civilization

Identifiers—Florida, Great Britain, \*Quinmester Program

This unit is designed to give students insight into the British contribution to civilization with study emphasis on those nations that have had political, economic and cultural ties to Great Britain. Geographic and historic factors are outlined as background for study of the development of cultures of the British Isles, India, Kenya, Australia, New Zealand, Canada, and the United States. Objectives for each of the goals of the course and suggested learning activities for each area of study are outlined. A bibliography of recommended instructional materials is included. (SHM)

**ED 070 687** SO 003 073

Miller, Harry G. Vinocur, Samuel M.

A Method for Clarifying Value Statements in the Social Studies Classroom: A Self Instructional Program.

Pub Date 72

Note—18p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Affective Objectives, \*Autoinstructional Aids, Classroom Communication, \*Social Studies, \*Teacher Education, Teaching Techniques, \*Values

A self-instructional program for teachers is designed to aid in the clarification of value state-

ments in the social studies classroom. The three statements, a method of teacher response for the clarification of student value statements, and suggested teaching strategies to promote student value statements in the classroom. Activities in the program are designed to be used individually and results are to be evaluated and compared in group discussion. Examples of dialogue to clarify value statements are included and teaching techniques to stimulate student values statements are suggested. (SHM)

**ED 070 688** SO 003 129

Teacher's Kit for Consumer Education.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Pub Date Jan 71

Note—337p.

**EDRS Price MF-\$0.65 HC-\$13.16**

Descriptors—Bibliographies, Consumer Economics, \*Consumer Education, \*Economic Education, Grade 12, Instructional Materials, Money Management, \*Social Studies Units, State Curriculum Guides, Teaching Guides

This curriculum guide on Consumer Education, designed for high school seniors, was developed to help students become aware of and knowledgeable about their role as consumers in today's society. The following key concepts for study are emphasized: general principles of consumer purchasing; consumer credit; general principles of fraud, quackery, deception and contracts; consumer laws and services; and consumer rights and responsibilities. Each unit outline provides objectives, suggested content, procedures, and activities. The kit contains leaflets, pamphlets, and newsletters published by various agencies to aid the teacher in developing the units. Bibliographies following each unit describe available multimedia materials, and a list of general consumer education bibliographies available for purchase is included. (SHM)

**ED 070 689** SO 003 772

Cooper, Sidney H.

Bull and Bear: The Stock Market. Social Studies:  
6448.13.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—53p.; Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Activity Units, Behavioral Objectives, \*Business Education, Curriculum Guides, \*Economics, \*Investment, Resource Guides, Secondary Grades, \*Social Studies Units, Teaching Techniques

Identifiers—Florida, \*Quinmester Program

This political and economic study unit is designed to provide students with an understanding of how the stock market works; an examination of the corporate form of business organization; principles of investment; analysis of market action and patterns; types of securities; sources of financial information; and the rationale of investment choices. Objectives for the course are stated and suggested learning activities for each area of study are outlined. A bibliography of basic textual and other materials and resources is included. (SHM)

**ED 070 690** SO 004 016

Practical Action Programs in Education:  
Highlights of the Third National Conference on General Systems Education.

Southern Connecticut State Coll., New Haven. Center for Interdisciplinary Creativity.

Spons Agency—Calvin K. Kazanjian Economics Foundation, Wilton, Conn.

Pub Date 7 Apr 70

Note—71p.

Available from—Center for Interdisciplinary Creativity, Southern Connecticut State College, 501 Crescent Street, New Haven, Connecticut 06515

Document Not Available from EDRS.

Descriptors—Conference Reports, \*Curriculum Planning, Educational Administration, Educational Change, Educational Economics, \*Educational Planning, Educational Programs, Interdisciplinary Approach, \*Models, Program Improvement, Student Needs, \*Systems Approach, Teacher Education

Identifiers—\*Eco cybernetics

In this collection of papers Harold G. Cassidy outlines the conceptual framework for the conference which is based on a systems approach to

development of practical action programs in education. A basic model is presented as a basis for shifting from the post-crisis to the pre-crisis approach to curriculum development and educational administration. Jere W. Clark's paper, "Eco-Cybernetics - The Nucleus of Unified Knowledge and Curriculum Patterns for the Space Age," emphasizes simplicity in organization and operation and suggests eco-cybernetics as the nucleus for a common approach to the basic elements of knowledge. Notes from the conference dialogue groups are included together with references to other published sources of information on the conference discussions and a commentary on the conference is made by George L. Fersh. (SHM)

**ED 070 691** SO 004 370

Guidelines for Teaching and Testing the Illinois Constitution.

Illinois State Office of the Superintendent of Public Instruction, Springfield. Instructional Services Unit.

Pub Date [72]

Note—12p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Bibliographic Citations, Citizenship, \*Constitutional History, Secondary Grades, \*Social Studies, \*State Government, Teaching Techniques, Test Construction, \*Testing, United States History

Identifiers—\*Illinois

This document sets forth guidelines for teaching and testing public school students on the principles of democratic government as expressed in the Constitution of the United States and the Constitution of the State of Illinois. Identification is made of ways of making the examination required by the state of Illinois not only an integral part of the study of government institutions, but also a motivation to further inquiry. Techniques for accomplishment of these goals are described in four sections of the handbook: a statement of rationale, general guidelines for teaching and testing, sample test questions, and bibliography. (Author/SHM)

**ED 070 692** SO 004 445

Interchange. Population Education Newsletter.  
Volume 1, Number 1.

Population Reference Bureau, Inc., Washington, D.C.

Pub Date 72

Note—6p.

Available from—Population Reference Bureau, Inc., 1755 Massachusetts Avenue, N.W., Washington, D.C. 20036 (free)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Demography, Educational Programs, \*Environmental Education, Intermediate Grades, Learning Activities, \*Newsletters, \*Population Education, Population Trends, Resource Guides, Secondary Grades, \*Social Studies

This bi-monthly newsletter is designed to provide information to teachers, curriculum supervisors, and administrators on the most recent developments in the growing effort to introduce population issues into formal school curricula, primarily at the middle and secondary school levels. This initial issue summarizes the activities of 1971-1972 sponsored by school systems, universities, and population/environment organizations for purposes of motivating and equipping teachers to handle population issues and answers. Announcement is made of future scheduled teacher training programs and of related publications of population issues, information, and education. Brief news notes give current information and statistics about these concerns: New York State's abortion law, population trends in China, and projections about the population growth in the United States over the next two decades. An activity sketch based on the article about U.S. population growth is suggested for use in classroom discussions of population distribution and migration. Information and ideas from readers are welcomed. (SHM)

**ED 070 693** SO 004 450

Arnoff, Melvin

Project FICSS (Focus on Inner City Social Studies). Final Report.

Youngstown Board of Education, Ohio.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus.

Pub Date Jun 71

Note—254p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—\*Curriculum Development, Curriculum Evaluation, \*Disadvantaged Youth, Elementary Grades, Projects, Relevance (Education), Secondary Grades, \*Social Studies, \*Urban Education, Urban Schools  
Identifiers—\*Project FICSS

The major objective of this project was to develop a new social studies curriculum for the inner city. Specific needs were to be addressed in developing the new social studies: the need to be an agent for developing the intellectual skills necessary for citizens to assimilate and process information so that they can better aid in determining policy, and the need to have a cohesive curriculum which is designed from the primary through the secondary grades. The creation of such a social studies design from 1968 to 1971 is described in this report. Chapter one focuses on the problem of the social studies program in the inner city, while chapter two gives a brief history of the project. Chapters three, four, and five discuss the products of the project, the evaluations of the products, and the future of FICSS respectively. Twelve appendices comprise the remainder of this work. The five Ohio school districts supporting and participating in this project are Akron, Canton, Mansfield, Youngstown and the Youngstown Diocese. (FDI)

ED 070 694 SO 004 455

**Performance Objectives for the Social Studies. A Working Draft for Trial Use During the 1970-71 School Year.**

Pub Date 70

Note—121p.

Available from—San Mateo Union High School District, 650 North Delaware Street, San Mateo, California (\$3.00)

Document Not Available from EDRS.

Descriptors—\*Affective Objectives, \*Behavioral Objectives, Concept Teaching, Fundamental Concepts, Performance Tests, Secondary Grades, Skill Development, \*Social Studies

This report of the social studies inservice education program in San Mateo, California, focuses on performance objectives developed for substantive concepts, for skills, and for the affective area. A list of twenty substantive social science concepts was selected by the committee from a variety of sources. Performance objectives and sample test items for each concept and for selected skills are included, and sample performance objectives for the affective area are outlined. The report contains performance objectives and post-tests for four social studies units used in the district. Questionnaires were administered to teachers and students to determine their reactions to a conceptually organized curriculum and to the use of performance objectives. The results of the data are given. (SHM)

ED 070 695 SO 004 802

Gow, Steele Salmon-Cox, Leslie

**University-Urban Interface Program. A University and Its Community Confront Problems and Goals.**

Pittsburgh Univ., Pa. University Urban Interface Program.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0725

Pub Date Jun 72

Grant—OEG-2-9-480725-1027

Note—78p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—City Government, City Problems, Community Health Services, \*Community Study, \*Conflict Resolution, Higher Education, \*School Community Relationship, Social Action, \*Urban Universities  
Identifiers—Pittsburgh

This is a report on a series of University-Community Forums in the Goals Project of the University-Urban Interface Program of the University of Pittsburgh in which the relationships of urban universities and their urban communities are explored. A review of the original study plan and an explanation of departures from this plan precedes a discussion of an opinion survey on community goals and four forums conducted during the project. Topics chosen for the forums were: 1) Conflict Utilization; 2) Administration of Justice; 3) The Domain of Health; and 4) Goals and Government of the Metropolis. Four common guidelines for improving university and community interaction which emerged from the

forums are defined together with a related area in which community and university participants remained in disagreements. Related documents are represented by ED 063 897 through ED 063 903, ED 066 398, ED 065 426, ED 065 427, HE 003 261, and SO 004 803 through SO 004 806. (SHM)

ED 070 696 24 SO 004 803

Nehnevajsa, Jiri Bricston, Robert C.

**University-Urban Interface Program. Pittsburgh Goals: Some Thoughts on Health Issues.**

Pittsburgh Univ., Pa. University Urban Interface Program.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0725

Pub Date 9 Dec 71

Grant—OEG-2-9-480725-1027

Note—11p.; Paper presented at the Community-University Forum on Health Problems, University of Pittsburgh, December 9, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*City Problems, Community Attitudes, \*Community Health Services, \*Community Study, Health Services, Higher Education, Social Planning, \*Social Problems, \*Urban Universities

Identifiers—Pittsburgh

Comments from community leaders in Pittsburgh concerning health issues point out some of the major examples of the kinds of concerns and suggestions for action voiced in the University-Urban Interface Program study on Pittsburgh goals. Quotations from the questionnaire administered by the goals committee also illustrate the kinds of things which Pittsburgh leaders believe should not be done in this area. Statistical tables summarize information concerning the desirability, likelihood, and importance of innovations in the distribution and accessibility of health care studies and new developments regarding the payment for health care services. The premise is stated that this study of opinions of community leaders in Pittsburgh provides information which can contribute to improved community response, thought, decision, and action in the area of health problems. See SO 004 802 for related documents. (SHM)

ED 070 697 SO 004 804

Nehnevajsa, Jiri

**University-Urban Interface Program. Pittsburgh Goals: Notes on Metropolitanism.**

Pittsburgh Univ., Pa. University Urban Interface Program.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0725

Pub Date 24 Feb 72

Grant—OEG-2-9-480725-1027

Note—10p.; Paper presented at the Community-University Forum on Metropolitan Government, February 24, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Change Agents, \*City Government, \*City Improvement, City Problems, \*Community Attitudes, Community Leaders, \*Community Study, Higher Education, Objectives, Urban Studies, \*Urban Universities

Identifiers—Pittsburgh

One of the priority areas for study in the University-Urban Interface Program at the University of Pittsburgh is community goals as they relate to metropolitan governance. This report includes some of the findings of the Pittsburgh Goals Study organized from data gathered through a questionnaire sent to key Pittsburgh community leaders. These leaders were asked to discuss their views about the future of the city and to consider the desirability, likelihood, and importance of 28 possible future changes in the community. This report focuses on the responses to the prospect of the development of metropolitanism. The research suggests several impediments to change in the city government. This negativism is offset by the concern of the leaders involved in the study, their receptiveness to change, and their basic agreement in terms of the main directions which changes in Pittsburgh should take. See SO 004 802 for related documents. (Author/SHM)

ED 070 698 SO 004 805

Van Dusen, Albert C. Bricston, Robert C.

**University-Urban Interface Program. Phase III, Progress Report 4 (April 1972-June 1972).**

Pittsburgh Univ., Pa. University Urban Interface Program.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0725

Pub Date Jun 72

Grant—OEG-2-9-480725-1027

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*City Problems, \*Community Services, Higher Education, \*School Community Relationship, Social Action, Social Change, \*Urban Universities

Identifiers—Pittsburgh

This report is the last in a series of four quarterly progress reports covering Phase III of the University-Urban Interface Program. Its content is concentrated on events and research activities in the five priority areas during the period April-June, 1972. An introductory section briefly redefines these areas: 1) minority and community services; 2) campus development; 3) communications; 4) long-range Pittsburgh goals; and 5) university governance for community relations. Earlier progress reports are reviewed and, in the second section of this report, each priority area is brought up to date and the current status of the program is summarized. See SO 004 802 for related documents. (Author/SHM)

ED 070 699 SO 004 806

Gow, J. Steele

**University-Urban Interface Program. University Forum. Background Paper. Goals and Government of the Metropolis.**

Pittsburgh Univ., Pa. University Urban Interface Program.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0725

Pub Date 24 Feb 72

Grant—OEG-2-9-480725-1027

Note—29p.; Paper presented to the Community Goals Forum, University of Pittsburgh, February 24, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*City Government, City Improvement, \*City Problems, \*Community Attitudes, Community Leaders, Community Relations, Higher Education, \*Metropolitan Areas, Social Factors, \*Urban Universities

Identifiers—Pittsburgh

This background paper for the Community Goals Forum at the University of Pittsburgh focuses on some of the local experiences that seem to be related to the Pittsburgh citizenry's low level of confidence in and expectation of local government as a means for improving the quality of life in the metropolis. The recent development of the great urban complexes in America is discussed in general terms, and a comprehensive review of Pittsburgh's experience in attempting to develop a government commensurate with the metropolitan community is given. Some alternative efforts, governmental and non-governmental, to substitute for metropolitan government are noted. Proposals for discussion are suggested to further the purpose of the Forum's task to generate and clarify the optimal relationship between goals and government in the metropolitan community of Pittsburgh. See SO 004 802 for related documents. (Author/SHM)

ED 070 700 SO 004 891

Thomas, Lawrence G.

**Types of Schooling for Developing Nations. Occasional Paper of the International and Development Education Clearinghouse.**

Pittsburgh Univ., Pa. School of Education.

Pub Date Jun 68

Note—36p.; Paper presented at the Institute of Advanced Projects, East-West Center, University of Hawaii, Summer, 1965

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, \*Comparative Education, \*Cross Cultural Studies, \*Developing Nations, Development, \*Educational Research, \*Educational Theories, Social Factors, Speeches, Typology

This paper focuses on the problems of comparative educational research in developing societies and suggests theories for a new cross-cultural typology for schools related to four modes of instruction: memorizing; training; intellect developing; and problem solving. For ease of comparison, the descriptions of the types are classified under the same seven readings: 1) Sources of the best



curriculum; 2) Character of the goals; 3) Curriculum content; 4) Learning activities; 5) Teaching methods; 6) Tests of success; and 7) Anticipated outcomes. The purpose of the theory construction presented in this paper, is to make the concept of formal education a more meaningful variable in studies of the political, economic, and social uses of schooling for national development. The purpose of projecting hypotheses is not only to demonstrate the fruitfulness of the theories presented but also to stimulate the composition of alternative hypotheses and systematic efforts to verify or falsify all such hypotheses. Social and cultural factors, rather than economic aspects are the underlying focus of concern in this study. (FDI)

**ED 070 701** SO 004 894

**The American: His Heritage, Rights, Responsibilities. An Introduction to the Social Sciences and Humanities. Volume 1.**

Milwaukee Public Schools, Wis. Div. of Curriculum and Instruction.

Pub Date 71

Note—196p.; A Handbook for Seventh Grade Social Studies Pupils in the Milwaukee Public Schools

Available from—School Administration Building, Media Center, 5225 West Vliet, Milwaukee, Wisconsin 53201 (\$2.00)

**Document Not Available from EDRS.**

Descriptors—Activity Units, \*American Culture, Citizenship Responsibility, \*Cultural Awareness, Curriculum Guides, Grade 7, \*Humanities, Human Relations, \*Interdisciplinary Approach, Junior High Schools, Minority Groups, Race Relations, Social Change, Social Sciences, \*Social Studies

Identifiers—\*American Studies

The curriculum guide for the seventh grade social studies course is designed to help students better understand themselves by examining the physical aspects and the social systems of the world. Emphasis is upon gaining insight into what it means to be a human being and, further, understanding the similarities and differences among cultural groups in an effort to improve human relations. Activity suggestions encourage discussion and problem solving in the classroom. The eight chapters of the interdisciplinary course include: This Course -- What's It All About; Becoming an Effective Pupil and Citizen; The Physical Nature of Man; The Social Nature of Man; Culture and Man Interact; The Story Behind the American Culture; Modern American Society and Its Culture; and Some Questions to Consider. Students are encouraged to supplement the course with magazines, books, slides, and films. (SJM)

**ED 070 702** SO 004 897

**Afro-American History. (Supplements to the Elementary School Curriculum and the Social Studies Curriculum for Secondary Schools.)**

Newark Public School System, N.J.

Pub Date 71

Note—167p.

Available from—Department of Curriculum Services, Public Schools of Newark, Newark, New Jersey (\$1.50, elementary; \$3.50, secondary)

**Document Not Available from EDRS.**

Descriptors—\*African American Studies, \*Bibliographies, Concept Teaching, Ethnic Studies, Intermediate Grades, Learning Activities, \*Negro History, Primary Grades, Resource Guides, Secondary Grades, \*Social Studies, State Curriculum Guides, Teaching Guides

A curriculum guide for the study of Afro-American history in secondary schools organizes concepts related to the Black man in each period of American history from early Colonialism to World War II. The text of the guide—which precedes lists of major terms, personalities, and events of each period—is a summary of the events and conditions in America which are pertinent. Bibliographies describing available multimedia materials are included. The guide for the study of Afro-American history in elementary schools is presented as a supplement to "Social Studies in Our Schools," the elementary school social studies guide. Suggested experiences and learning activities for use in prekindergarten through grade 8 are listed. The bibliographies provide information on available instructional materials related to African American studies. (SHM)

**ED 070 703**

SO 004 957

**Kista' Pewin. Project Canada West, Volume 1, Number 2. (Newsletter).**

Western Curriculum Project on Canada Studies, Edmonton (Alberta).

Pub Date Aug 71

Note—46p.

Available from—Project Canada West, Box 1441, Westlock, Alberta, Canada

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Community Study, Curriculum Development, \*Educational Objectives, Environmental Education, Interdisciplinary Approach, \*Newsletters, Program Descriptions, \*Projects, \*Social Studies, Urban Areas, Urban Environment, \*Urbanization

Identifiers—Canada, \*Project Canada West

The bi-annual, official newsletter keeps interested persons informed with up to date progress of the project. ED 048 026, the first newsletter, describes the broad concerns and objectives of the newsletter. This issue focuses on the objectives of fourteen sub-projects which develop curriculum materials and teaching strategies on a variety of aspects of Canadian urbanization, the central theme of the project, and which deal with Canada as a multi ethnic, bilingual, diversified, and externally influenced society. Summary background information and major objectives are included on the project. Those desiring to receive the newsletter should request that their name be placed on the mailing list. (SJM)

**ED 070 704**

SO 004 962

**Novak, Zdenek**

**Educational Research in Seven European Socialist Countries. A Survey, 1969.**

United Nations Educational, Scientific, and Cultural Organization, Hamburg (West Germany). Inst. for Education.

Pub Date 70

Note—187p.

Available from—UNESCO Institute for Education, Hamburg, West Germany

**Document Not Available from EDRS.**

Descriptors—\*Comparative Education, Directories, Educational Programs, \*Educational Research

Identifiers—\*Eastern Europe

This volume incorporates the documents on educational research institutions and their research projects which were prepared for the Seminar for Directors of Educational Research Institutes and Professors of Education held at the Unesco Institute for Education, November, 1969. These documents, dealing with 32 institutions from Bulgaria, Czechoslovakia, Hungary, Poland, Romania, U.S.S.R., and Yugoslavia, have not been previously published in any other international survey. For each entry, the description of the institution is given first, followed by a description of its research projects wherever these are indicated. The numbering of these projects corresponds to the order in which they were organized by the institutions concerned. The volume is published in English and French and two indexes are included to facilitate the reader's use of the work. (FDI)

**ED 070 705**

SO 004 963

**Yates, Alfred, Ed.**

**The Role of Research in Educational Change.**

United Nations Educational, Scientific, and Cultural Organization, Hamburg (West Germany). Inst. for Education.

Pub Date 71

Note—224p.

Available from—Pacific Books, Publications, P.O. Box 558, Palo Alto, California 94302 (\$6.95)

**Document Not Available from EDRS.**

Descriptors—\*Comparative Education, Conference Reports, \*Educational Change, Educational Practice, \*Educational Research, Information Dissemination, Organization, Research Methodology, Research Utilization

Organized on the premise that present educational research is not meeting the expectations of those responsible for educational policies and practices, this book reflects the thinking of seventeen eminent educationalists who have critically examined the existing arrangements for organizing and carrying out research and have offered recommendations for making it a more effective instrument of educational change and reform. The first section of the book summarizes the papers and discussion at the conference. The

structural aspects of educational research, the recruitment and training of staff, the techniques employed in the dissemination of research findings and the processes involved in educational change are discussed in this section. The conclusion is that if research is to become an effective instrument of educational reform, it must be accepted by all concerned as an integral part of educational process. The second part contains accounts of all ways in which educational research is organized in the fourteen countries represented at the conference: Belgium, Canada, Chile, England, France, the Federal Republic of Germany, Japan, Lebanon, Scotland, Sweden, Thailand, United States, USSR, and Zambia. A bibliography follows this section. (FDI)

**ED 070 706**

SO 004 990

**Rowe, Patricia A.**

**The Development of Guidelines for Classifying and Writing Abstracts of Dance Research.**

New York Univ., N.Y. School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-8176

Pub Date 6 Jun 67

Contract—OEC-1-7-068176-0748

Note—34p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Abstracting, Bibliographies, Cataloging, \*Dance, \*Documentation, Guidelines, Information Dissemination, Masters Theses, Pilot Projects, Reports, \*Research Projects

This study was developed and approved as a pilot project preliminary to the major task of abstracting, classifying and assessing approximately one thousand dance research studies. Most of these studies are university sponsored, date from 1901 to the present, and are found on library shelves or in department files as master's theses. When the major project is completed, precise and readily available information concerning each and every one of these studies will be documented for the first time. It was to develop guidelines for such information that the pilot project was undertaken. This final report not only includes the guidelines which emerged but reviews the procedures, conclusions and implications of the pilot project as a whole. (FDI)

**ED 070 707**

SO 004 991

**Fraenkel, Jack R.**

**Helping Students Think and Value: Strategies for Teaching the Social Studies.**

Pub Date 73

Note—413p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey (\$7.95)

**Document Not Available from EDRS.**

Descriptors—\*Curriculum Design, \*Evaluation, Inservice Teacher Education, \*Objectives, \*Social Studies, Teacher Education, \*Teaching Methods, Teaching Procedures, Textbooks, Values

The purpose of the book is to discuss the nature and use of objectives, subject matter, learning activities, teaching strategies, and evaluation, in order to help teachers help students learn. Emphasis is placed on relating these elements in a systematic planning process. Particular emphasis is placed on teaching strategies for developing thinking, and teaching strategies for developing valuing. Illustrative examples are liberally used. Exercises are included at the end of each chapter for self-testing purposes. (Author/RSF)

**ED 070 708**

SO 005 001

**Lester, G. Sidney And Others**

**A Social Studies Curriculum for a Modern World.**

**The Marin Social Studies Project. Final Report.**

Marin County Superintendent of Schools, San Rafael, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-68-5497

Pub Date 30 Jun 71

Grant—OEG-9-8-005497-0071

Note—127p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Curriculum Development, \*Curriculum Evaluation, \*Curriculum Research, Educational Change, Educational Improvement, Effective Teaching, Elementary Grades, Inservice Teacher Education, Instructional Materials, Motivation Techniques, \*Program Improve-

ment, Secondary Grades, \*Social Studies, Teacher Behavior, \*Teacher Motivation, Teacher Role

Identifiers—ESEA Title III

The major portion of this report provides a narrative summary and description of the work of the project, its context, evaluation, and recommendations. The major objectives of this three-year project were to: 1) field test and evaluate new K-12 social studies curriculum project materials, and 2) design a new K-12 social studies framework based on findings from the field test. These objectives were tied to a larger goal, that of more effectively meeting the cognitive and affective needs of students in social studies classes. However, the findings of the first two years persuaded the staff to alter the objectives of the project to develop a "change package" of materials that would do something to teachers to cause them to become intrinsically motivated to improve their own programs. The change package consisted of six basic documents produced by the staff, and a wide range of handouts. In addition, there were various in-service materials to help teachers move through the various stages of curriculum reform. The primary findings of the experimental implementation of the change package were that: 1) teachers can be motivated to change their programs, and 2) the package developed is useful but its contribution is small compared to what is needed. The specifics of these findings are spelled out in the report. Appendices include many of the instruments developed and used by the project. (FDI)

ED 070 709

SO 005 003

Pariseau, Earl, Ed.

**Cuban Acquisitions and Bibliography. Proceedings and Working Papers of an International Conference Held at the Library of Congress, April 13-15, 1970.**

Library of Congress, Washington, D.C.

Pub Date 70

Note—173p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Bibliographies, \*International Programs, \*Library Acquisition, \*Library Collections, \*Library Cooperation, Library Guides, Library Materials, Reference Materials

Identifiers—\*Cuba

Twenty-seven scholars and librarians compare Cuban holdings in various European countries, discuss research programs relating to Cuba at United States institutions, draw up guidelines for a Cuban bibliography, and explore ways to overcome problems in acquiring Cuban materials through exchange and purchase. In addition to workingpapers, the book contains background information on the conference and a proceedings and recommendations section that includes a list of participants, agenda, a list of institutions in Cuba which exchange publications with the Library of Congress, and recommendations to remove present obstacles hindering institutional and individual scholarly contacts between the United States and Cuba. The major portion of the book is devoted to five working papers. The first provides the non-specialist with a useful guide to significant literature in the Cuban collections of the Library of Congress in the fields of literature, history, political science, international relations, and economics, and includes specialized collections. The other four working papers deal with problems of United States University research libraries in acquiring Cuban library materials, and with resources in the United Kingdom, Spain, and Germany for the study of Cuba. (Author/SJM)

ED 070 710

SO 005 011

**Asian Studies in American Secondary Education. A Report on Two Conferences Sponsored by the Association for Asian Studies and the U.S. Office of Education.**

Institute of International Studies (DHEW/OE), Washington, D.C.

Report No.—DHEW-OE-72-37

Pub Date 72

Note—121p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock #1780-0879, \$.75)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—African History, \*Area Studies, Asian History, \*Asian Studies, Conference Reports, Cross Cultural Studies, Developing Nations, \*Foreign Countries, \*International Edu-

cation, \*Non Western Civilization, Secondary Education

Proceedings of two conferences which brought together university scholars, secondary school teachers, and curriculum specialists concerned with expanding and improving Asian studies and with broader issues of international education in secondary education are reported here. The first conference, national in scope, convened February 20th, 1970 in New York, focusing on the methods and approaches available to those concerned with the teaching of Asian studies in American schools and analyzing and comparing ongoing Asian and African studies programs in California, Indiana, and New York. The second, a state conference held in Ohio during October 1970, evaluated the discussions and resolutions of the New York Conference and formulated a new Asian studies curriculum for Ohio's schools. Conference papers, reactions, summaries of discussions, a pilot project proposal, a report on findings, and several recommendations are offered in an effort to promote quality instruction in Asian studies. (Author/SJM)

ED 070 711

SO 005 036

Ray, Douglas

**International Education and Alternatives for Educational Development.**

Pub Date [72]

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communications, \*Comparative Education, Cultural Awareness, Cultural Differences, \*Cultural Pluralism, \*Developing Nations, \*Educational Development, Intercultural Programs, Mass Media, \*Media Technology, Minority Groups

This paper finds that most authorities advocate educational models which include all the population and which try to be both diversified in accepting wide cultural differences and inexpensive in achieving results quickly. In many cases these objectives have been found to be incompatible. However, the author feels that new media may now be so effective that costs are reduced and results may be achieved quickly, while at the same time reducing one-way communications between cultures. Through the application of media smaller societies would be able to safeguard their traditions, despite scattered populations or political frontiers. This analysis, the author feels, leads to achieving better communications for cultural minorities. (FDI)

ED 070 712

SO 005 037

Lakey, George And Others

**Training for Nonviolent Responses in Social Conflict: A Manual for Trainers.**

Friends Peace Committee, Philadelphia, Pa.

Pub Date [72]

Note—31p.

Available from—Friends Peace Committee, 1515 Cherry Street, Philadelphia, Pennsylvania 19102 (\$1.00; Quantity Discounts)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Activism, Adult Education Programs, Civil Disobedience, Conflict Resolution, Dissent, Experimental Programs, Group Dynamics, Leadership Training, Manuals, \*Peace, \*Role Playing, \*Social Action, Social Change, Training Objectives, \*Training Techniques

This manual contains an outline for a fifteen hour training course intended for hypothetical peace groups and includes skills and techniques for trainers to transmit to adult participants. The group discovers through role playing that tolerance, openness, non-retaliation policies, and preparation can effectively implement social change. Materials, prepared from trainers' experiences in other non-violent training including direct action and knowledge of philosophy of non violence, emphasize role playing and group dynamics. Five chapters include information on: 1) planning and conducting guidelines for trainers in nonviolent direct action; 2) directing and evaluating role plays; 3) and 4) understanding and teaching function roles of group members and strategy and tactics; and, 5) leading and participating in direct action involving street speaking and leafleting. The material in the manual is suggestive rather than prescriptive. Trainers are encouraged to adapt methods and materials to needs of the particular group. (SJM)

ED 070 713

SO 005 038

McKay, Bidge

**Training for Nonviolent Action for High School Students: A Handbook.**

Friends Peace Committee, Philadelphia, Pa.

Pub Date Oct 71

Note—49p.

Available from—Friends Peace Committee, 1515 Cherry Street, Philadelphia, Pennsylvania 19102 (\$1.00; Quantity Discounts)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Activism, Civil Disobedience, Conflict Resolution, Dissent, \*Peace, Secondary Education, \*Social Action, Social Change, \*Training Objectives

The handbook for secondary students advocates nonviolent action, not passivity nor retaliation toward injustices. Emphasis is upon helping students to understand nonviolent action; to be familiar with training information on courses, time requirements, problems, costs, and procedures; and to deal with direct objectives toward peaceful social action. To stimulate thinking, the major portion of the handbook is in the form of questions of interest to students and teachers, and responses which were written by people previously involved in direct non-violent action. Resources and a bibliography for those interested in training for non-violent action are included. An appendix contains a model for fifteen hour weekend course, a list to check before acting, ideas for integrating social change into the curriculum, a copy of an official Selective Service memorandum, a bibliography of films, and ideas on street theater. (SJM)

ED 070 714

SO 005 041

Miller, Ralph M.

**Alternatives for Educational Development: Case Studies or Practical Applications.**

Pub Date May 72

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Comparative Education, \*Developing Nations, Economic Development, \*Educational Development, Educational Experiments, Educational Innovation, Educational Programs, Rural Education, Skill Development

Identifiers—\*Informal Education

Presented in this work are case studies drawn from developing countries, principally Madagascar and Niger. They are examples of radical alternatives designed to serve a population not served by conventional schools and to convey instruction quite different from what is usually given in schools. In brief, the programs are more production-oriented than the so-called work-oriented literacy programs and are aimed at reaching thousands of people. Four vital principles are embodied in this approach to education: 1) use of low-level manpower with concomitantly simplified and scheduled calendars of instruction; 2) emphasis upon specific skills and knowledge applicable to the lives of the learners; 3) a concern to build confidence through success and have learners apply their new skills and assume additional responsibility; and 4) to treat education as one of a complex of inputs designed to improve specific conditions. (FDI)

ED 070 715

SO 005 042

Seifman, Eli

**Possible Restructuring of the College Entrance Examination Board's American History and Social Studies Achievement Test: The Changing Relationship in the Secondary Schools Between American History and the Social Studies.**

State Univ. of New York, Stony Brook. American Historical Association Education Project.

Report No.—CEEBAHA-10

Pub Date 72

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, \*American History, College Entrance Examinations, Curriculum Design, \*Curriculum Development, \*Educational Change, Intellectual Disciplines, Secondary Education, \*Social Studies

The author, one of a number of consultants from secondary schools and colleges participating in a session concerning the possible restructuring of the College Entrance Examination Board's American History and Social Studies Achievement Test, addresses himself to the general subject of the changing relationship in the secondary schools between American history and the social

studies, and, more specifically, to questions concerning the extent to which American history is a core subject of social studies curricula and the extent to which other fields have been integrated into the study of American history. A comparison of New York state social studies curriculum with other state guidelines illustrates that the conceptualization of American history has undergone a transformation, and that attitudes toward a core have undergone a change. On the national level, fields other than American history are comprising a larger proportion of secondary social studies curriculum. The second question suggests the possibility of a modest study to furnish the necessary answers. It is the author's impression that other fields have had a major impact upon the study of American history through the curriculum materials developed. (Author/SJM)

**ED 070 716** SO 005 045

Popham, W. James

**Designing Teacher Evaluation Systems. A Series of Suggestions for Establishing Teacher Assessment Procedures as Required by the Stull Bill (AB293), 1971 California Legislature.**

Instructional Objectives Exchange, Los Angeles, Calif.

Pub Date Dec 71

Note—51p.

Available from—The Instructional Objectives Exchange, Box 24095, Los Angeles, California 90024 (\$1.25)

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—\*Effective Teaching, Evaluation Criteria, \*Evaluation Methods, Evaluation Techniques, Faculty Evaluation, Systems Analysis, Systems Approach, \*Systems Development, Teacher Characteristics, \*Teacher Evaluation

The analysis is intended to provide California educators with a number of specific, step-by-step suggestions for devising the teacher appraisal systems required by new legislation in the Stull Bill. An overview of essential ingredients of the new requirements is given in the first part of this document in order to familiarize teachers with required elements of the new legislation so they may consider alternative methods of implementation. Short sections deal with preliminary considerations of the analysis and a brief review of unsatisfactory methods of assessing teacher effectiveness which have been employed over the years. Major emphasis is upon designing a satisfying system of appraising teachers. Each of the key elements in the new legislation is examined in detail, and is followed by a series of possible implementation procedures. A verbatim section of the new law dealing with teacher education and a selected reference section are presented at the close of the report. (SJM)

**ED 070 717** SO 005 050

Reaber, Lawrence

**Advanced Placement European History: A New Approach.**

Pub Date 20 May 72

Note—5p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Advanced Placement Programs, \*Curriculum Development, \*European History, History Instruction, Secondary School Students, Teaching Methods, \*Thematic Approach, \*Western Civilization

A new approach to the teaching of European history is being implemented in Advanced Placement secondary classes. In the latter 1950's a Committee of Examiners composed of European history professors and secondary teachers formulated a course description comprised of a brief outline of an introductory survey in European history. It was organized chronologically with major emphasis on the period from the Renaissance to the Second World War. The structure of this course remained fundamentally unchanged for approximately fifteen years. In 1971 the Committee of Examiners re-evaluated the goals and methods of the program, and agreed to alter the content and structure of the course to reflect the educational changes of the 1960's. Several basic changes are: 1) the emphasis of the course has shifted to the more recent modern period—from the 1650's to the present; 2) stress is placed on cross-cultural comparisons of European history to other cultures; 3) structure focuses on broad thematic lines rather than on the chronological. Most significantly, the course will be constantly evolving as new themes are added. (SJM)

**ED 070 718** SO 005 052

**Coping with Conflict and Change in Our Global Society. Report of a Summer 1972 Workshop.**

Diablo Valley Education Project, Orinda, Calif.

Pub Date [72]

Note—22p.

**EDRS Price MF-\$0.64 HC-\$3.29**

Descriptors—Concept Teaching, \*Conflict Resolution, Curriculum Design, \*Curriculum Development, Inservice Teacher Education, Peace, Political Power, \*Power Structure, Program Evaluation, \*Social Change, Summer Workshops, Teacher Developed Materials, \*Teacher Workshops

A five-week summer workshop offered inservice training to twenty-eight intermediate and high school social studies and English teachers. Participants examined the concepts of conflict, power and authority, identity, and interdependence through content and team working sessions, ranging from games to lectures, and independent study in an effort to produce workable mini-units around the concepts. Rather than writing an original curriculum unit, emphasis was on coordinating available materials with the individual needs of the schools where the fourteen units would be taught by the participants. Contact will be made with teachers in a follow-up program by the DVEP staff who will visit classrooms to evaluate the effectiveness of the materials, to provide ongoing resource assistance, and to choose the best units for wider local distribution. Staff and participants evaluated the workshop favorably. Teachers plan to implement mini-units and other workshop materials in their classrooms. Staff members met their minimum goals of producing mini-units and having teachers volunteer to test-teach materials in their classrooms. (SJM)

**ED 070 719** SO 005 053

Worden, Phyllis E., Comp.

**Resource Materials for Consumer Education.**

Pub Date Oct 72

Note—30p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Bibliographies, \*Consumer Economics, \*Consumer Education, Credit (Finance), Elementary Grades, Home Management, \*Money Management, Purchasing, Resource Guides, \*Resource Materials, Secondary Grades, Social Studies

The guide for consumer education and economics k-12 resource materials focuses on money management. Multi-media kits, films and filmstrips, booklets, books and study materials, records and tapes, games and other teaching aids are enumerated and arranged by type of material. Full bibliographic information is provided for each citation. Most entries also include annotations, appropriate grade level, and cost. (SJM)

**ED 070 720** SO 005 056

Gill, Tom And Others

**Black Studies. Courses of Study: Prejudices; Afro-American Studies.**

Grossmont Union High School District, Calif.

Pub Date 69

Note—168p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*African American Studies, African Culture, African History, Bibliographies, Curriculum Guides, \*Ethnic Studies, Minority Groups, Race Relations, Racial Attitudes, \*Racial Discrimination, Reconstruction Era, Revolutionary War (United States), Slavery, \*Social Studies, \*United States History

The African-American curriculum guide for secondary students endeavors to bridge the gap of misunderstanding between blacks and whites and, further, to enhance the esteem of black people. The prefacing unit on prejudice provides a unique feature compared to most guides in that it encourages students toward self examination of their personalities in regard to racial biases and also helps them to understand ramifications of a nations' prejudice, giving relevance to the course and motivation to students. Ten units of study on Afro-Americans, given in the second part, are designed to be incorporated into existing United States history and curriculum, emphasizing the many contributions blacks have made to the civilization of America. Topics are included on America's African heritage, slavery, the paradox of the American Revolution, racial conflicts which lead to the Civil War, Reconstruction era, the birth of Jim Crow, the age of despair, and

World War II and the establishment of new civil rights principles. The last major part, a bibliography of readings intended for teacher preparation and motivated advanced students, is arranged into four sections: broad phases of black history, works applicable to the ten units, a bibliography of bibliographies, and a bibliography of records. (SJM)

**ED 070 721** SO 005 057

**Seminar on Education for International Understanding.**

Australian National Advisory Committee for Unesco, Canberra.

Pub Date 9 Oct 72

Note—93p.; Papers presented at the Seminar on Education for International Understanding, Adelaide, Australia, October 9-10, 1970

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Educational Coordination, Educational Planning, \*Educational Trends, \*International Education, \*Seminars

This report presents three seminar papers and associated discussion session reports from the Adelaide seminar which focused on education as it relates to the advancement of international understanding. In the first paper, A. M. Thomas stressed the necessity for continuing cooperation among nations to solve problems of friction and poverty. Education in areas such as human rights could bring progress in international understanding. T. Miller, in the second paper, examined the implications for education of the development of international education. He argued first, that individuals need to be helped through education to develop to their full potential before they can handle concepts of international understanding adequately; secondly, that curriculum units need to be developed which deal satisfactorily with international understanding concepts. The third paper, with an economic bias, presented by Derek Healey, analyzed the community's responsibilities in the development of international understanding. Discussion sessions centered on the implications of teaching for international understanding in both the primary and secondary schools in the areas of curricula, teaching emphases, teaching-learning methods and environments. (Author/SJM)

**ED 070 722** SO 005 059

Morehouse, Ward

**Survey of Bibliographies and Reference Works on Asia, Africa, Latin America, and Russia and East Europe and Compilation of Bibliographies on East Asia, South Asia, and Africa South of the Sahara for Undergraduate Libraries. Final Report.**

New York State Education Dept., Albany.

Foreign Area Materials Center.

Spons Agency—Institute of International Studies

(DHEW/OE), Washington, D.C.

Bureau No—BR-5-0931

Pub Date Dec 71

Contract—OEC-1-6-050931-1278

Note—12p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—African Culture, \*African History, \*Area Studies, Asian History, \*Asian Studies, Bibliographies, \*Cross Cultural Studies, Higher Education, International Education, \*Non Western Civilization, Projects, Social Studies

The project was concerned with developing three up-to-date, accurate bibliographies on Asia and Africa as resource guides and book selection tools for undergraduate libraries. Existing bibliographies and information on newer books favorably received in journals were entered on a computer system. A preliminary, unedited, unselected bibliography was produced for each area and sent to librarians and scholars previously selected as editors who then graded the books as to their degree of importance for undergraduate libraries, eliminating approximately half of the titles. A graded draft was produced and circulated to a panel of college librarians and area specialists who added their suggestions, comments, and criticisms. The principal result of the project is the three bibliographies arranged by country, discipline, and alphabetically. In addition, the Foreign Area Materials Center developed a capability for automated handling of information. It is recommended that the bibliographies be periodically revised and updated. A related document is ED 056 937. (SJM)



ED 070 723 SO 005 060

Gill, Donald And Others

East Asia: A Bibliography for Undergraduate Libraries.

National Council of Associations for International Studies, New York, N. Y.; New York State Education Dept., Albany. Foreign Area Materials Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-5-0931

Pub Date 70

Contract—OEC-0-9-050931-1361

Note—146p.

Available from—Bro-Dart Publishing Company, 1609 Memorial Avenue, Williamsport, Pennsylvania 17701 (\$8.95)

Document Not Available from EDRS.

Descriptors—\*Area Studies, \*Asian Studies, Bibliographies, Foreign Countries, Higher Education, \*Library Collections, Library Materials, \*Library Material Selection, Social Sciences, \*Undergraduate Study

Identifiers—\*East Asia

This bibliography, similar to others on Asia and Africa, contains over 2000 titles relevant to the study of East Asia. Book, journal, and a few government citations—the majority of which have been published within the last twenty years—emphasize the humanities and social studies. Intended as a book selection guide, entries are graded as to degree of essentiality for undergraduate collections. Arrangement of entries is by section of the country—China, Japan, Korea, preceded by a general section dealing with more than one country in the area. Each section is comprised of subsections by type of publications and subject areas. An attempt is made to produce basic reading lists with similar subject headings for each country under Bibliographies, Reference Books, General Books, Geography, Government and Politics, Economics, Sociology, Anthropology, and Linguistics, Language and Literature, Philosophy and Religion, Fine Art and Architecture, Performing Arts, Education and Mass Communication, and Science and Technology. A method of periodization of East Asian history that includes early, early modern, late modern, and contemporary history is employed. An author index serves as a cross reference. Related documents are ED 063 236, ED 064 226, and ED 064 227. (SJM)

ED 070 724 SO 005 061

Howard, Harry N. And Others

Middle East and North Africa: A Bibliography for Undergraduate Libraries.

National Council of Associations for International Studies, New York, N. Y.; New York State Education Dept., Albany. Foreign Area Materials Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-5-0931

Pub Date 71

Contract—OEC-0-9-050931-1361

Note—101p.; Occasional Publication Number 14

Available from—Bro-Dart, Inc., 1609 Memorial Avenue, Williamsport, Pennsylvania 17701 (\$8.95)

Document Not Available from EDRS.

Descriptors—African Culture, African History, \*Area Studies, Bibliographies, Higher Education, \*Library Collections, Library Materials, \*Library Material Selection, Middle Eastern History, \*Non Western Civilization, Reference Books, Social Sciences, \*Undergraduate Study

Designed essentially for librarians in undergraduate colleges in the United States, this bibliography is arranged both on a topical/subject and country by country basis. In the general section, the reader may find the bibliographies of bibliographies, reference works, journals, and specific works which treat geography, history, government and politics, economics, sociology, anthropology, linguistics, language and literature, philosophy and religion, art and architecture, the performing arts, education and mass communication, and science and technology. Then follows a country section in similar arrangement. The grading of the entries is based on their importance for undergraduate library collections. The criteria for the grading is: 1) books that should be in all undergraduate libraries regardless of courses being taught; 2) books that should be in a library collection—if a few courses are offered; and, 3)

books necessary for an undergraduate area studies program or equivalent concentration of advanced undergraduate courses on the area. A related document is ED 050 000. (FDI)

ED 070 725 SO 005 062

Kennedy, James R., Jr. And Others

Guide to Reference Sources on Africa, Asia, Latin America and the Caribbean, Middle East and North Africa, and Russia and East Europe: Selected and Annotated.

National Council of Associations for International Studies, New York, N. Y.; New York State Education Dept., Albany. Foreign Area Materials Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-5-0931

Pub Date 72

Contract—OEC-0-9-050931-1361

Note—90p.; Occasional Paper Number 17

Available from—Bro-Dart, Inc., 1609 Memorial Avenue, Williamsport, Pennsylvania 17701 (\$8.95)

Document Not Available from EDRS.

Descriptors—African Culture, African History, Annotated Bibliographies, \*Area Studies, Asian History, Chinese Culture, Higher Education, Korean Culture, Latin American Culture, \*Library Collections, Library Materials, \*Library Material Selection, Middle Eastern History, \*Non Western Civilization, Reference Books, Social Sciences

Identifiers—Eastern Europe

This selected annotated bibliography of reference sources is designed to help college students prepare for the future by identifying critical sources on the societies and cultures of most of the world's people who have long been neglected in higher education. Encyclopedias, handbooks, and yearbooks are listed first under each area. Next are the general bibliographies, many of which cite the most important books and articles on an area and arrange them under disciplines generally taught in the liberal arts curriculum. Finally, more specialized sources are listed, arranged primarily by discipline. The guide has also been prepared with the needs of college libraries in mind. Some of the sources are recommended for all libraries, while others are recommended only for libraries serving area studies programs or for institutions when a particular course is offered in the subject or region. By scanning the last sentence or two of each entry, a librarian can quickly decide whether to consider buying a source. Sources were selected on the basis of the following criteria: 1) Usefulness for college courses on non-western areas; 2) Recency; 3) Languages most commonly taught in this country; and 4) Geographical coverage. (A related document is ED 050 000). (FDI)

ED 070 726 SO 005 071

Foreman, Laurie K.

From Sea to Sea, Social Studies: 6412.04.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—40p.; An Authorized Course of Instruction for the Quinquennial Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Units, \*American History, Behavioral Objectives, Concept Teaching, Curriculum Guides, History Instruction, Junior High Schools, Resource Guides, \*Social Studies Units, \*United States History

Identifiers—American Studies, Florida, \*Quinquennial Program

The 7-9 grade curriculum guide, one of a series of Quinquennial courses arranged in a similar format, focuses on the roots and results of manifest destiny which are observable in the national character of American life and in our foreign policy conduct. Differing viewpoints of the American Indian and Europeans as well as the traditional views of the U.S. toward westward expansion are examined. Nine units trace the physical growth of the U.S.; evaluate the implications of manifest destiny; review the positions of expansionists and anti-expansionists; and describe reasons and difficulties of expansionism and its effect on the American character, economic development of the U. S., and on contemporary U. S. policies. Broad goals, a course content, an activity, and material sections are included. (SJM)

ED 070 727

SO 005 075

Ham, H. Folmar

Industrial America, Social Studies: 6416.13.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—42p.; An Authorized Course of Instruction for the Quinquennial Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Units, \*American History, Behavioral Objectives, Curriculum Guides, Economic Factors, History Instruction, \*Industrialization, Resource Guides, Secondary Grades, Social Change, \*Social Problems, \*Social Studies Units, Technological Advancement, \*United States History, Urbanization

Identifiers—American Studies, Florida, \*Quinquennial Program

This guide, one of a series in the Quinquennial Program, is intended to aid teachers in grades ten through twelve as they teach students to explore the total effects of industrialization. The elective course encompasses the growth and expansion of American technology, taking into account the role of the government and labor, and the benefits and disadvantages of rapid growth and the resulting change on the quality of life in America. Emphasis is upon students describing the resources needed for and identifying the influence of big business upon industrialization, recognizing problems of the growth of industry, and proposing reforms to correct problems of industrialization today. The guide, arranged as other Quinquennial units, is divided into broad goals, a course content, and activities, and materials section. (SJM)

ED 070 728

SO 005 081

A Study of Urban Rural Transition: Processes and Materials. Project Canada West.

Western Curriculum Project on Canada Studies, Edmonton (Alberta).

Pub Date Jun 72

Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adjustment (to Environment), Community Characteristics, Comparative Analysis, Curriculum Development, Human Geography, Instructional Materials, \*Migration, Projects, \*Rural Urban Differences, Secondary Grades, Socialization, \*Social Studies, \*Sociocultural Patterns, Teaching Techniques, \*Urban Culture

Identifiers—\*Project Canada West

This project examines the here and now of urbanization and the historical growth of urbanization in Canada. In both cases the basic research problem is: What does a person need to know about a community in order to live successfully as a citizen of that community? A second point of focus is: What types of socialization are needed when a person finds changes in his current community or when he moves to a new community? In order to understand these questions, the project encourages the high school student to look at elaborating sociocultural systems whose variance may be in the character of their organization and to examine the complex network of signs and symbols existing within and without these various social organizations. The report includes process reports of the various groups that compose the team of researchers for the project. The rest of the report deals with materials and teaching strategies developed to help students form a basis for comparative analysis of rural-urban communities. (FDI)

ED 070 729

SO 005 090

Wertheimer, Michael

High School Psychology: Stepchild or Offspring?

Pub Date Sep 72

Note—13p.; Paper presented at the 80th Annual Convention of the American Psychological Association, Honolulu, Hawaii, September 3, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Behavioral Sciences, High Schools, \*Intellectual Disciplines, \*Psychology, Secondary Education, \*Social Studies

High school psychology cannot be considered the offspring of the American Psychological Association (APA) or of legitimate psychology in the United States. Although it originally discouraged the pre-college teaching of psychology, the APA now backs the venture. Improving the teaching of psychology at the high school level began around 1960 and continues in an ef-

fort to foster quality instruction and to upgrade the quality of human life by disseminating psychological knowledge in the school systems. International, national, state, local and individual support can be given by coordinating with foreign programs, disseminating information and offering institutional support at a national level, working with state education agencies, cooperating at the local levels with principals, school boards and teachers, and by the efforts of regional organizations and individuals. (SJM)

**ED 070 730** SO 005 091  
School and University Review. Volume 1, Number 3.

Colorado Univ., Boulder. School of Education.  
Pub Date 71

Note—8p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Educational Innovation, \*Educational Practice, \*Educational Trends, Higher Education, \*Newsletters, Preservice Education, \*Teacher Education

The purpose of this quarterly newsletter, a successor to "News and Views", is to disseminate ideas concerning innovative projects, methods, experiments, and practices in schools and in the university. This issue contains a lead article on a new individualized elementary teacher education program—namely, University of Colorado Individualized Teacher Education (UCITE). Rather than maintaining the traditionally organized class, preservice teachers learn in an open laboratory setting. Self motivated student teachers progress at their own rate with mini-lessons called modules, then apply the teaching methods in unique student teaching situations provided by cooperating school districts. Other articles included deal with the transformation of libraries into media centers and with the need for strengthening and updating the Colorado Commission for Higher Education. The newsletter is made available to every school, community college, college, and university through Colorado. Those interested in receiving the newsletter should write to "School and University Review", Helms Annex 244, University of Colorado, Boulder, Colorado 80302. (SJM)

**ED 070 731** SO 005 092  
Profiles of Youth. 1971 White House Conference on Youth.

White House Conference on Youth, Washington, D.C.

Pub Date 71

Note—194p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$2.25)

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—\*Demography, \*Drug Abuse, \*Economic Disadvantage, \*Education, \*Employment, \*Environment, \*Foreign Relations, \*Legal Problems, \*Military Service, \*Minority Groups, \*National Demography, \*Race Relations, \*Social Factors, \*Statistical Data, \*Values, \*Youth

This resource book is a compilation of data about youth which was prepared for the participants of the White House Conference on Youth. The tabular data are divided into eleven sections. In the first section, the youth population, ages 14 through 24, is contrasted with the general population with respect to geographic location, race, marital status, and other demographic characteristics. In successive sections, age-related data, wherever possible, is presented on each of the ten issue areas of the 1971 Youth Conference—Foreign Relations; Environment Race and Minority Groups Relations; Drugs, Education; The Draft, National Service and Alternatives; Poverty; Legal Rights and Justice; Economy and Employment; and Values; Ethics and Culture. Preceding the tables, is a brief graphic presentation, which highlights some of the data in chart form. There are some unavoidable gaps in the statistics on minority group populations such as Spanish Americans, Orientals, and American Indians. (FDI)

**ED 070 732** SO 005 162

Stockdale, Jerry D.

Poverty and Quality of Life: A Perspective.

Pub Date Aug 72

Note—26p.; Paper presented at the Annual Meeting, Rural Sociological Society, Baton Rouge, Louisiana, August 25, 1972

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Disadvantaged Environment, \*Economic Disadvantage, \*Human Development, \*Humanism, Low Income Groups, Need Gratification, \*Psychological Needs, Self Actualization, Social Structure, \*Social Systems, \*Sociology

Identifiers—\*Quality of Life

This paper is concerned with conceptualizing from the human potential perspective the quality of life, poverty, the "good social system", service delivery, and social indicators. Theories of Maslow and other humanistic educators which stress the need for self actualization provide a framework to sociologists for improving human conditions by allowing individuals to maximize their potential through a restructured social system. To insure the quality of life, both physiological and psychological needs must be met. Further, the extent to which social members develop their potential will depend on social structural variables. "Goodness" of social systems can be conceptualized in terms of the psychological health of system members, and of the extent to which human potential is realized. Social indicators such as service availability and quality, income levels, and community differentiation are measures of aggregate and structural system characteristics which are indicative of the extent to which system members are able to develop their potential. In conclusion, the paper offers a starting point for a new approach towards a goal directed sociological inquiry. (SJM)

**ED 070 733** SO 005 165

Schakel, Minnekus

Manual on Political Action.

Des Moines Education Association, Iowa.

Pub Date [72]

Note—32p.; A Curriculum Guide for High Schools

Available from—Des Moines Education Association, 3116 Ingersoll, Des Moines, Iowa 50312 (\$1.00)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Activism, \*Curricular Activities, \*Curriculum Guides, \*Elections, \*High School Students, \*Political Socialization, \*Politics, \*Secondary Grades, \*Student Participation, \*Student Projects, \*Teaching Techniques

This guide offers teachers and senior high school students the simple facts of how he can make a difference in the operation of the two-party system in the United States at the precinct level. It also attempts to show that students, teachers, the school curriculum, and our American political structure definitely need large numbers of high school students working in the election process. The handbook suggests many specific activities to implement such a plan. Moreover, it attempts to demonstrate that these plans are practical by relating the specific projects participated in by the Des Moines East High School students in a span stretching more than two decades. Finally, a section is devoted to listing names of people who have worked with youth through the school in political work. All this is discussed in an attempt to help anyone interested in instituting a political action program by providing answers for those who might be apprehensive about moving into such a program. (FDI)

**ED 070 734** SO 005 167

An Information Exchange System for Teachers of Government.

Iowa State Dept. of Public Instruction, Des Moines.

Pub Date 72

Note—\$5p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*American Government (Course), \*Civics, \*Course Descriptions, \*Curriculum Development, \*Directories, \*Elementary Education, \*Information Dissemination, \*Information Networks, \*Information Services, \*Information Sources, \*Instructional Innovation, \*Instructional Materials, \*Material Development, \*Political Science, \*Program Guides, \*Projects, \*Secondary Education, \*Social Sciences, \*Social Studies, \*Teacher Developed Materials

This publication, designed to facilitate input of information about innovative instructional materials and activities for K-12 teachers of government in Iowa, is an outgrowth of a March, 1972, conference for social studies specialists. A primary outcome of the conference was the development of an information retrieval system of locally designed instructional materials and activities in

Iowa. Composed of two units, the booklet offers, in Part I, eight examples of local teacher-designed instructional materials and activities. Each example includes the name and address of the contact person; a brief annotation of the project including objectives; special techniques or strategies employed; materials, activities, or equipment used; and evaluation techniques employed. Part II, a major portion of the booklet, provides eleven sources for the preparation of instructional materials and activities for the teaching of government. Information on organizations includes names and addresses of contact persons, descriptions of the programs and services, and available publications from the organization. (SJM)

**ED 070 735** SO 005 172

Abrams, Grace Contrino Schmidt, Fran Contrino

Learning Peace: A Resource Unit.

Pub Date 72

Note—54p.

Available from—Women's International League for Peace and Freedom, 1213 Race Street, Philadelphia, Pennsylvania 19107 (\$3.00)

**EDRS Price MF-\$0.65 HC Not Available from EDRS.**

Descriptors—\*Activity Units, \*Conflict Resolution, \*Foreign Policy, \*Foreign Relations, \*Human Relations, \*International Education, \*International Organizations, \*Peace, \*Resource Units, \*Secondary Grades, \*Social Studies, \*War, \*World Affairs, \*World Problems

The resource unit prepares seventh through twelfth grade students for peace, helping them to develop an interest in peace, to realize that it is possible, and to recognize their future role in peacekeeping. Activities are included which help the student understand and assess his own and others' attitudes and beliefs toward peace; examine the social, economic, and political reasons for war; analyze human and environmental problems resulting from war; investigate the aims of the national and international organizations for peace; identify world problems; evaluate the communications media's role in peace; examine alternative ways of conflict resolution; and enumerate ways to participate in the quest for peace. The teacher may use the total guide or select certain activities. A framework for each of nine major sections consists of the major objectives, main concept, notes to the teacher which include resources, and activities for the students. A bibliography is given along with an appendix listing organizations working for peace. (SJM)

**ED 070 736** SO 005 405

Faure, Edgar And Others

Learning to Be: The World of Education Today and Tomorrow.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 72

Note—313p.

Available from—Unipub Inc., 650 First Avenue, New York, New York 10016 (\$6.00 paperback)

**Document Not Available from EDRS.**

Descriptors—\*Comparative Education, \*Continuous Learning, \*Economic Development, \*Educational Change, \*Educational Development, \*Educational Objectives, \*Educational Philosophy, \*Educational Practice, \*Educational Strategies, \*Foundations of Education, \*Humanism, \*Individual Development, \*Learning, \*Self Actualization, \*Social Change, \*Technological Advancement, \*Technology

Identifiers—\*Futures Study, \*International Contest

The report of the International Commission on the Development of Education aims to assist governments in formulating national strategies for the development of education in a changing universe. Emphasis is upon the need for an international community which reflects common problems, trends, and goals; the promotion of democracy through education; the opportunity of every individual for self actualization; and the need for life-long education. The book is arranged into three major parts: Findings, Futures, and Towards a Learning Society. The first part traces the past roots and development of education; examines educational practice today; identifies the needs, resources, and means for education; and suggests a basic reconsideration of educational structures and concepts. The second part examines the challenges of education, including progress in science and technology which offer

great potential and knowledge but contribute to problems concerning the distribution of wealth, environmental destruction, and threats against justice. Focus is upon pedagogic discoveries. Aims of education work toward a scientific humanism, social commitment, creativity, and the complete man. The last part examines the role and functions of educational strategy, elements for contemporary strategy, and ways to build solidarity among all countries. (SJM)

**ED 070 737** SO 005 434

Gray, Charles E.

**Curricular and Heuristic Models for Value Inquiry.**

Pub Date 72

Note—27p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Cultural Context, Curriculum Design, Evaluative Thinking, Instructional Design, \*Models, \*Social Studies, Social Values, \*Values

This paper takes the position that if value inquiry in the social studies is to become something more than a mere "fad" it will have to be grounded upon a sound rationale from which appropriate curricular design and teaching strategies can be developed. The paper then proceeds to offer a rationale for a social studies program organized in a manner that would place considerable emphasis on the nature of value systems and value judgments, and encourage teachers to be concerned with ways and means of teaching students: a) how to analyze and compare cultural value systems and, b) how to analyze and test value judgments. The rationale is followed by two models: one a curricular model designed to assist the teacher in developing a value-oriented social studies curriculum; and the other a heuristic model consisting of a set of instructional strategies for dealing with value judgments in a logical and productive manner. Both models are consistent with logical principles associated with evaluation and grounded upon empirical findings about the nature of the evaluative process. The paper concludes with three appendices illustrating: 1) curricular model; 2) heuristic model, and 3) sample evaluations. (FDI)

**ED 070 738** SO 005 435

O'Toole, James And Others

**Work in America. Report of a Special Task Force to the Secretary of Health, Education, and Welfare.**

Department of Health, Education, and Welfare, Washington, D.C. Special Task Force on Work in America.

Pub Date Dec 72

Note—228p.

**EDRS Price MF-\$0.65 HC-\$9.87**

Descriptors—Bibliographies, Design Needs, \*Job Satisfaction, Manpower Utilization, Retraining, \*Social Problems, Values, \*Work Attitudes, \*Work Environment, Work Life Expectancy, \*Work Simplification

Identifiers—\*Quality of Life

The report analyzes health, education, and welfare problems from the perspective of work which plays a powerful role in the psychological, social, and economic aspects determining for many the quality of life. Work problems create repercussions in other parts of the social system. Documentary evidence on which the report is based consists of literature on work reviewed by the ten members of the Task Force, interviews with blue and white collar workers, and fifty papers prepared by specialists. Six chapters examine and discuss: 1) the functions of work, noting that many adults not only lack the opportunity to work but are generally dissatisfied with jobs which fail to keep pace with changes in worker attitudes, aspirations, and values; 2) the effects of work problems of discontented workers who feel their work is not challenging; 3) the physical and mental health costs of jobs; 4) the keystone of the report which is the redesign of work to allow workers to participate in decision making processes affecting their lives; 5) worker self-renewal programs which allow for additional education and training; and 6) the Federal policy in relation to the creation of jobs, manpower, and welfare. Although the report does not contain a summary list of recommendations, there are implied recommendations. (SJM)

## SP

**ED 070 739**

Davidovich, Lila

**Participant Observation in A School Setting.**

Spons Agency—Toronto Board of Education (Ontario). Research Dept.

Note—23p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Classroom Observation Techniques, \*Classroom Research, \*Educational Researchers, \*Evaluation, \*Observation, Research Criteria, Research Methodology

This report describes participant evaluation as a method of studying social phenomena. A review of literature presents participant observation in relation to some of the other techniques of research, e.g., experimentation and statistical surveys using pre-tested questionnaires. Lengthy discussion of seven problem areas of participant observation is presented. These areas concern who should observe, what kind of role should be assigned to the observer, the avoidance of bias, how the observer may test for bias in the data used for conclusions the possibility of operational and basic research in a school system, who determines the final disposition of the research findings, and some moral implications of participant observation. Four helpful tentative suggestions for the participant observer are presented. A 14-item bibliography is included. (MJM)

**ED 070 740**

SP 005 910

**Voluntary Opportunities for Inspiring Coordinators of Education Report on: Washington Metropolitan Area Workshop for Administrators, Supervisors and Coordinators.**

Washington Technical Inst., Washington, D. C. Div. of Research and Development.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.

Pub Date 27 Feb 71

Note—138p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Administrative Personnel, \*Recruitment, \*Retraining, School Administration, School Community Relationship, \*Teacher Aides, \*Teacher Workshops, Volunteers, \*Volunteer Training, Workshops

This document presents four project workshop reports sponsored by Project VOICE voluntary opportunities for inspiring coordinators for education. Program-wise the two regional conference main sessions were designed to cover similar topics for providing background, current information about, and directions toward which volunteerism in education seemed to be moving. The discussion groups concentrated on the functional aspects of organizing, operating, and evaluating volunteer programs in education. Emphasis tended to center around the problems of recruiting, training, and retraining volunteers. The Washington Metropolitan Area Workshop and the local one for the District of Columbia cooperating schools were limited in scope. Focus was placed on particular aspects of coordinating volunteers in education, clarification of roles, functions, relationships, and program structures. Evaluation by outside consultants indicated that the workshops exerted a positive influence, but in differing degrees. (Related documents are SP 006 104, 006 105, 006 106.) (MJM)

**ED 070 741**

SP 005 952

**A Questionnaire Evaluation System for Teacher Education Centers in Greater Cleveland.**

Cleveland Commission on Higher Education, Ohio.

Spons Agency—Martha Holden Jennings Foundation, Pittsburgh, Pa.

Pub Date Jul 72

Note—236p.

**EDRS Price MF-\$0.65 HC-\$9.87**

Descriptors—College School Cooperation, \*Cooperating Teachers, Educational Research, \*Evaluation, Evaluation Techniques, \*Program Evaluation, Questionnaires, \*Student Teachers, \*Teacher Education

Following a brief overview of the teacher education center movement in Greater Cleveland, a questionnaire evaluation system designed to evaluate the center is described. The system is

SP 005 857

designed to enable questionnaire responses from student teachers, cooperating teachers, and center coordinators to be developed into two distinct kinds of reports. These reports include a direct report back to the center in the form of a tabulation of the responses of student teachers and cooperating teachers from that particular center and an area-wide summary of all questionnaires from the Metropolitan area. Seventeen centers participated in this pilot study, questionnaires were sent to 193 student teachers and 179 cooperating teachers. Completed questionnaires were returned by 49 percent of the student teachers and 65 percent of the cooperating teachers. The Statistical Package for the Social Sciences (SPSS) permitted computerized tabulation of the questionnaires. Tabulation of the 17 coordinators was done manually. Guidelines for the establishment of a similar evaluation system are presented. Appendixes include details of the questionnaire and the SPSS program. (MJM)

**ED 070 742**

SP 005 956

Rubenstein, Alice E. Sage, Ellis H.

**Teacher Competence: Encounter vs. Behavioral Modeling.**

Pub Date Mar 72

Note—3p.; Research paper presented at the American Personnel and Guidance Association Convention, Chicago, March, 1972

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Behavioral Science Research, \*Behavior Change, \*Educational Research, Elementary School Teachers, Instructional Films, \*Models, Protocol Materials, Self Evaluation, \*Teacher Behavior

Identifiers—\*Encounter Groups

This study explored two group treatments, humanistic and social modeling, in helping teachers to be more open and helpful in the classroom. Subjects were 42 volunteers from elementary schools who indicated a desire to become more open and helpful. Each of four groups met four times over a 9 day period for 1 1/2 hours. The modeling groups viewed a video tape with detailed instructions of a teacher exhibiting open and helpful behavior. In the humanistic group, members had control over the content and direction of the group. Parts of the Sequential Analysis of Verbal Interaction (SAVI) were used by raters who took a frequency count of statements from 2 hours of classroom session. The Personal Orientation Inventory (POI) was administered at the conclusion of the groups. The results supported both hypotheses: (1) Behavioral modeling can be used to alter open and helpful behaviors of teachers; (2) Self-report measures do not necessarily reflect behavioral change. (Author)

**ED 070 743**

SP 005 957

Howell, Joseph And Others

**Coordination With Other Federal Agencies: Option Identification and Analysis.**

Spons Agency—National Inst. of Education, Washington, D. C.

Report No.—NIE-M101

Bureau No.—BR-1-7059

Pub Date Nov 72

Grant—OEG-0-71-3636(515)

Note—46p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Educational Coordination, \*Educational Development, Educational Planning, \*Educational Research, \*Interagency Cooperation, \*Program Coordination, \*Program Development, Program Proposals

A series of options open to the National Institute of Education (NIE) for coordinating its research and development function with other federal agencies active in educational research and development are presented in this document. Background information in topic outline form discusses: (a) brief synopses of major sponsors of educational research and development within the federal government, (b) examples of existing coordination systems, and (c) a framework for interagency coordination. The fourth section presents a series of options for consideration in determining the procedure whereby NIE can coordinate its research and development activities with other agencies. The last section outlines three suggested coordination program models combining mechanisms discussed in the preceding section. No recommendations are presented. A two-item bibliography and appendix with agency coordination contacts are included. (Author/MJM)



ED 070 744 SP 005 959

Kron, Kenneth N.  
**Culture Shock and the Transfer Teacher.**  
 Kentucky Univ., Lexington. Bureau of School Service.

Pub Date Dec 72

Note—73p.

Journal Cit—Bureau of School Service Bulletin; v45 n2 Dec 72

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Cultural Differences, Cultural Disadvantage, Cultural Exchange, \*Culture Conflict, Culture Contact, Social Differences, \*Teacher Attitudes, \*Teacher Behavior, \*Teacher Transfer

This report determines the extent of culture shock a white teacher from a typically middle-class school would experience when transferred to inner-city schools. Further investigation concerned how those teachers reacted to cope with culture shock. Thirty-three white elementary teachers were involuntarily transferred to six inner-city schools in an anonymous Kentucky school district. Data were collected in three ways. Teachers were asked to respond in writing to a written structured questionnaire. Following the return of the questionnaire, additional questions which would clarify responses were posed to the teachers in individual interviews. At the close of the interview each teacher was given a culture shock scale to help verify information resulting from the interview. Results indicated that the teachers did experience culture shock, 26 of the selected transfers experienced moderate to extreme shock. In addition to a summary of findings and conclusions, recommendations to minimize culture shock were presented. A 31-item bibliography and appendix with data collection instruments are included. (MJM)

ED 070 745 SP 005 964

Wilson, Yolanda  
**The Dunbar Cadre. Interim Report, January, 1971. Final Report, March, 1972.**

Chicago Univ., Ill. Ford Training and Placement Program.

Pub Date 72

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Group Activities, \*Group Behavior, \*Group Dynamics, Group Experience, Interaction Process Analysis, \*Leader Participation, \*Leadership, Program Descriptions, Program Development, Teacher Role, \*Teamwork

This research, developed by the Ford Training and Placement Program, observed a cadre or work group as a miniature replication of the social system of a school. The interim report presents the conceptual framework of group development and recording techniques used for analysis. The conceptual framework emphasized three phases of group development: group origin, the formative phase, and the intermediate phase. Results of the analysis are presented in tabular form with accompanying interpretive remarks. The final report discusses four additional phases of the conceptual framework: revision, second intermediate, maturation, and termination. An analysis of the non-participant observer indicates the form and frequency of elements of each dimension, followed by some interpretations of time patterns. The final section presents a summary of findings and an evaluation of the group's development. (Related document is SP 005 967.) (MJM)

ED 070 746 SP 005 965

Blankenship, M. Elise Prichett, E. Milo  
**Reciprocity. Certification of Special Education Personnel.**

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 72

Contract—OEC-23-1701

Note—120p.; Proceedings of Institute for Higher Education and State Departments of Special Education Personnel

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Certification, Educational Certificates, \*Special Education, \*State Boards of Education, \*State Departments of Education, \*Teacher Certification, Teacher Qualifications

This report contains the proceedings of the Institute for Higher Education and State Department of Special Education Personnel. It summarizes the activities of educators and administrators from Illinois, Indiana, Iowa, Missouri, Michigan, and Wisconsin during a 3-day meeting.

The Institute investigated problems involved in establishing interstate reciprocity in certification of teachers of handicapped children and developed possible working models with plans for implementation. The General Session I discussed the current status of certification requirements in the six states represented at the Institute with specific comments on the problems and concerns in reaching a reciprocity agreement for Special Education personnel. Three models of reciprocity in various stages of development were presented: the Interstate Compact Model, the Michigan Model, and the Eleven State Compact Model in Elementary Education. The legal and legislative aspects of reciprocity were discussed before grouping the participants according to state and instructing them to develop their own working models for reciprocity. With the emphasis on interaction, the six models were discussed and General Session III presented the finalized model: Midwest Reciprocity Program in Special Education. The report contains a summary of the proceedings and appendices with the certification officers and certification requirements of Special Education. (BRB)

ED 070 747 SP 005 966

Murphy, D. M.  
**Field Centered Teacher Preparation. Final Report, Cycle 5, 1970-1972.**

Alaska Rural Teacher Training Corps, Anchorage.

Pub Date 72

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Opportunities, Educational Benefits, Educational Programs, Elementary Education, \*Field Experience Programs, \*In-service Teacher Education, Program Descriptions, \*Rural Education, \*School Community Relationship, Secondary Education, \*Teacher Education, Teaching Models

The final report for Cycle 5 of the Alaska Rural Teacher Training Corps (ARTTC) consists of retrospective observations on the program over the period May 1970 through August 1972. The preparation of the report consists of the observations and assessments of the project director. Contents of the report include a project description, program overview, project objectives, discrepancy evaluation, the school system, and the community. Discrepancy evaluation emphasizes the modification of a regular teacher training program, the effects on educational personnel, and the teacher corps as a viable model. Benefits accrued, enhanced educational opportunities for children, significant changes in schools, administrators' and teachers' attitudes toward ARTTC, in-service training, and graduating corpsmen are discussed in relation to the school system. The final section presents the school-community-program relationship. (MJM)

ED 070 748 SP 005 967

**The Hyde Park Cadre As A Social System.**

Chicago Univ., Ill. Ford Training and Placement Program.

Pub Date 70

Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Demonstration Programs, Educational Innovation, \*Interaction Process Analysis, Models, Program Descriptions, \*Social Systems, \*Teacher Education, \*Teamwork

This report is a description and analysis of the Hyde Park cadre as a "social system": a description of the Hyde Park High School, the early life of the cadre, its operations and the disbanding of the cadre in June 1970. For the most part, it deals with the cadre and its activities for the 7 1/2 month period of its existence. Data were collected from secondary sources, interviews, non-participant observation at meetings, reading of correspondence, and observation of daily cadre activities. The Hyde Park cadre constituted a failure of the model; however, it offered many learning experiences for self-correlation of the program. These learnings are suggested in the implications. Appendixes of related program materials include a raw chronology of the cadre, its activities, and the major events in the external system which had implications for it. (Related document is SP005 964.) (MJM)

ED 070 749 SP 005 969

Brown, Robert G.  
**A Study of the Perceptual Organization of Elementary and Secondary "Outstanding Young Educators".**

Pub Date [70]

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Classroom Techniques, Educational Research, \*Effective Teaching, Elementary School Teachers, \*Perceptual Development, Secondary School Teachers, \*Teacher Education, \*Teaching Methods

This study explored the relationship of perceptual theory and methodology to teacher effectiveness. Criterion and comparison groups were formed. The criterion group contained 24 elementary and 24 secondary teachers who had been past finalists in the United States Jaycee "Outstanding Young Educator" competition. The comparison group of 24 elementary and 24 secondary teachers were randomly selected from the south Florida area. All subjects completed open-end questionnaires on classroom management, instructional objectives and procedures, and self evaluation. Three judges, trained in perceptual theory, then rated the subjects on eight perceptual theories. After reviewing the verbal reports, the judges made inferences on the subjects' characteristic beliefs in the following categories: (a) general frame of reference; (b) perception of self; (d) the purpose and process of learning; and (e) perceptions of appropriate methods. A group of lay judges also reviewed the protocols and rated subjects: above average, average, or below average. The results were statistically appraised by the Median Test, Discriminant Function Analysis, and Veldman's ANOVA 23 program. Two tables and 12 references are included. (BRB)

ED 070 750 SP 005 970

Sage, Ellis H. Rubenstein, Alice  
**Encounter Groups and Change: Behavioral or Self-Report Data?**

Pub Date Mar 72

Note—6p.; Research paper presented at the American Personnel and Guidance Association Convention, Chicago, March, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Behavioral Science Research, \*Behavior Change, Data Analysis, \*Group Therapy, \*Models, \*Self Evaluation

Identifiers—\*Encounter Groups  
 In this study, two hypotheses were tested: (1) Self-report data are unrelated to behavior change; (2) Exposure to competent models of open and helpful behavior increases this skill performance in an encounter group. Two encounter groups were conducted with 18 college students who had the incentive to become more open, honest, and helpful. One group was presented with 1-hour of microlab activities; the other, 1-hour of video tape with instructions and modeling of open and helpful behavior. The Personal Orientation Inventory (POI) was administered before, following, and 3 weeks after each group. Behavioral rating forms for openness and helping were used 50 minutes of each hour by trained raters. The POI data indicated that all participants reported significant change in the positive direction. No significant differences between groups were evident. Although self report data reflected no level effects, behavioral data reflected significant overall level effects on both combined openness and combined helping. The results of the study supported the hypotheses. Six references and 5 tables are included. (Author)

ED 070 751 SP 005 971

**Urban Education Project. ESEA Title V-505.**  
 Mid-Atlantic Regional Interstate Planning Project.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 71

Note—54p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Inservice Teacher Education, Interagency Cooperation, \*Pilot Projects, State Departments of Education, Teacher Education, \*Urban Education, \*Urban Schools, \*Urban Teaching

This report contains projects on urban education from the state departments of education in Connecticut, Delaware, New Jersey, New York,

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and Pennsylvania. In conjunction with the U. S. Office of Education, the five participating states reviewed *The Urban Teacher, A Preliminary Report* (May, 1971) and submitted their recommendations. The reviewing procedures and resultant actions in each state department of education were varied. This report describes the implementation of individual state programs to improve the quality of urban education. It also includes implementation of the recommendations made in *The Urban Teacher, A Preliminary Report*. An appendix names the participating school districts, superintendents, and teachers in each of the five states. (The related document is 005 610.) (BRB)

**ED 070 752** SP 005 973

*Haberman, Martin*

**Students' Rights: A Guide to the Right of Children, Youth and Future Teachers.**

Pub Date [72]

Note—72p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Case Records, \*Civil Rights, Dress Codes, \*Educational Change, Federal Laws, Freedom of Speech, School Administration, \*School Law, Search and Seizure, \*Student Rights, \*Teacher Education

After a preface in which Judge Robert Landry cites the importance of the Galt Decision, the paper summarizes the rights of students in elementary and secondary schools. This is presented through case histories. The decisions are grouped into the categories of freedom of expression, search and seizure, dress and grooming, invasion of privacy, and discipline. The rights of students in programs of teacher education are then discussed in ten parts: the right of equal opportunity; the right of freedom of assembly and association; the right of petition; the rights of due process and equal protection; the rights of speech and press; the right of freedom of religion; the rights of person, property, and privacy; the right to dissent; the right against self-incrimination; and the right to trial by jury of peers. The final section presents a Bill of Rights for future teachers. Student teachers' and interns' rights are elaborations and extensions of the previous analysis on the rights of children and youth in lower schools. (Author)

**ED 070 753** SP 005 974

*Roth, Robert A.*

**Performance-Based Teacher Certification: A Survey of The States.**

Pub Date Dec 72

Note—18p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Credentials, \*Educational Legislation, \*Performance Based Teacher Education, Performance Factors, \*State Departments of Education, \*Teacher Certification, Teacher Education

This report contains information on performance-based or competency-based teacher certification in each of the 50 states and the District of Columbia. The existing and/or planned requirements in each of the states for performance-based certification are listed. It is noted that a certification system is considered performance-based when it contains provisions in state regulations providing for performance-based teacher education or accepting demonstrated competency for certification. Therefore, the terms "performance-based" and "competency-based" are used interchangeably. (BRB)

**ED 070 754** SP 005 977

**Voluntary Opportunities for Inspiring Coordinators of Education Report on: Washington Technical Institute Students' Evaluation of the VOICE Tutorial Service 1971.**

Washington Technical Inst., Washington, D.C.

Pub Date 71

Note—10p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Course Evaluation, Evaluation, \*Evaluation Criteria, Evaluation Methods, \*Program Evaluation, \*Questionnaires, \*Student Attitudes, \*Tutorial Programs, Tutoring Project VOICE tutoring service at the Washington Technical Institute (WTI) sent an eight-item evaluation questionnaire to students who had used its tutoring service in 1970. The survey was designed to assess the effectiveness of the service from the students' point of view and discover new ways to strengthen the program.

Two hundred questionnaires were distributed and only 58 were returned completed. Respondents represented all departments at WTI and were mostly tutored in mathematics, reading skills or both. A summary and evaluation of each item of the questionnaire as well as results are reported. An overview and implications of the questionnaire findings are presented. (MJM)

**ED 070 755** SP 005 978

*Erickson, Lawrence And Others*

**A Bi-Racial Comparison of Teacher Attitudes toward Topics Related to School Desegregation.**

Pub Date [72]

Note—14p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Factor Analysis, \*Integration Studies, \*Racial Integration, \*School Integration, Summer Institutes, \*Teacher Attitudes, Teacher Education

This study measured the effectiveness of teacher education programs in modifying cross-cultural attitudes through Osgood's Semantic Differential (SD) techniques, coupled with factor and pattern similarity analyses. The five concepts rated were desegregation, discipline, instructional technique, professionalism, and students. Subjects were 51 black and 76 white teachers from Alabama who volunteered to attend the Summer Institute of the University of South Alabama School Desegregation Center. The teachers were administered tests on the first and last days of the Institute and a follow-up test 6 weeks later. The research substantiated the effectiveness of SD techniques in describing the factors of subjects' attitudes toward topics on desegregation. Data revealed that fundamental differences in attitudes remained across racial groups and after the experiment was completed. Male and female groupings indicated a divergence into dissimilar response patterns. Different modes or intensities of treatment seem to be indicated. Ten references are included together with four tables of data. (BRB)

**ED 070 756** SP 005 980

*Ponder, Virginia B. Heath, Ray G.*

**Determining the Effects of Simulation Training on Student Teaching Behavior. Final Report.**

Kansas State Teachers Coll., Emporia.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.; Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-IG-029

Pub Date Jun 72

Grant—OEG-7-71-0013(509)

Note—122p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Elementary School Teachers, Instructional Media, Laboratory Training, \*Simulation, \*Student Teaching, Teacher Attitudes, \*Teacher Behavior, \*Teaching Experience, \*Teaching Methods

This report studies the effects of exposure to simulated critical teaching problems on attitudes and student teaching behavior of prospective elementary teachers. The experimental group participated in simulated training over an 11-week period with feedback from the instructor as a part of their regular teacher training program. The control group followed the regular teacher training program without the use of simulation. The evaluative data were derived from the pre- and posttreatment use of seven instruments. The data were appropriately analyzed according to the specific nature of the data yielded by these instruments. As a result of the statistical analysis of the data, no significant differences were found. It was concluded that student teachers that had the simulated training experiences did not perform any better, nor exhibit more positive attitudes, than did those student teachers not receiving the simulation training. A 14-item bibliography and appendixes are included. (Author/MJM)

**ED 070 757** SP 005 981

*Shapson, Stanley M.*

**Optimum Class Size? A Review of the Literature.**

Spons Agency—Toronto Board of Education (Ontario). Research Dept.

Pub Date Nov 72

Note—22p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Classroom Arrangement, \*Class Size, Flexible Scheduling, \*Student Attitudes, \*Student Behavior, \*Student Teacher Ratio, \*Teacher Attitudes, Teaching Methods

This document reviews the research literature concerning class size and related issues raised by the research. The literature is divided into major areas of concern: lack of a consistent definition, criterion to be measured, the relationship between class size and method of instruction, teachers' and pupils' attitudes on class size, class size and the behavior of pupils, review of class size studies by researchers at Columbia University, different interpretations of class size literature, and flexible policies. The summary indicates inconclusive findings; however, five factors affecting optimum class size were stressed. These factors include the criteria of success, the original class size, the subject being taught, whether or not the teacher can exploit the potential of smaller classes by using an appropriate method of instruction, and the teachers' feelings and attitudes. A 20-item bibliography is included. (MJM)

**ED 070 758** SP 006 037

*Carpenter, James A.*

**Survey of the Criteria for the Selection of Undergraduate Candidates for Admission to Teacher Training.**

Spons Agency—Western Kentucky Univ., Bowling Green.

Note—61p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Admission Criteria, \*Preservice Education, \*Questionnaires, Teacher Certification, Teacher Education, Undergraduate Study

This report studied the selective processes and criteria for admission of undergraduates to teacher education programs in 180 American Association of Colleges for Teacher Education (AACTE) member institutions. A questionnaire of Criteria for Admission to Teacher Education was the basis of the survey. The questionnaire contained alternative statements after each major question and the survey offered resulting statistical summaries on each of these questions. Condensed summaries of the statistical results were also given. Some specific conclusions on the admission requirements of undergraduates to teacher education programs were 1) Academic attainment is the most important criteria; 2) Some institutions are moving toward competency-based programs; 3) There is a desire for more in-depth training for candidates. A list of the participating institutions and a copy of the questionnaire are included. (BRB)

**ED 070 759** SP 006 081

**New York State Physical Fitness Test for Boys and Girls Grades 4-12. A Manual for Teachers of Physical Education.**

New York State Education Dept., Albany. Div. of Physical Education and Research; State Univ. of New York, Albany.

Pub Date 72

Note—67p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Elementary School Students, \*Individual Tests, \*Manuals, \*Nonverbal Tests, \*Physical Education, \*Physical Fitness, Secondary School Students, Teacher Education

The introductory portion of the manual presents a brief statement of the purpose of the test and its general features. The test itself is designed to provide schools with an instrument for periodic evaluation of status and progress in physical fitness of boys and girls in grades 4-12. The seven components measured are posture, accuracy, strength, agility, speed, balance, and endurance. Descriptions and directions are presented for all seven exercises, stressing the need for uniformity in the testing procedures. Raw scores, total physical fitness scores, and achievement levels are recorded by each student. The manual provides a section on the various uses and interpretations of the test results. Tables of achievement level norms for boys and girls in each grade are included along with a table for interpreting the achievement level of the class as a whole. (BRB)

**ED 070 760** SP 006 102

*Byers, Joe L.*

**1971 AERA Research Training Sessions. Final Report.**

American Educational Research Association, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-1-0155

Pub Date May 72

Grant—OEG-0-71-1173

Note—240p.

**EDRS Price MF-\$0.65 HC-\$9.87**

Descriptors—Educational Improvement, \*Educational Programs, \*Educational Research, \*Research Methodology, Research Problems, \*Research Skills, \*Training Techniques

This is a report of a 5-day research training session held in New York City from January 30 to February 3, 1971 under the sponsorship of the American Educational Research Association (AERA) with support from the U.S. Office of Education. The purpose of the training session was to develop and improve research competencies of individuals engaged in counseling, counselor education, and related research. The program purpose was implemented in two primary aims: developing the participants' understanding of systems research principles and concepts, and helping participants acquire proficiency in systems research skills and techniques. Twenty-two trainees were selected to participate in the training session. Program activities included didactic instruction, individualized and group activities, and supervised practice. Immediate evaluation using internal criterion measures revealed attainment of program objective at or near performance level. Follow-up will be conducted to assess long-range results. Program evaluation indicated satisfaction with all aspects of organization and administration of the training session, with the exception of allocation of time and physical facilities toward which the participants did not show consensus as to satisfaction. Appendixes include related program material. (Author)

**ED 070 761** SP 006 103

**In-Service Training for Administrators, Faculty, and Students of a Developing Community College. Director's Evaluation Report.**

Iowa Lakes Community Coll., Estherville.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [71]

Note—51p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Adult Education Programs, College Administration, College Faculty, \*College Role, College Students, \*Community Colleges, \*Inservice Programs, \*Institutes (Training Programs), Seminars

Iowa Lake Community College conducted a training program to assist participants in reaching a shared understanding of the comprehensive college community. The program also presented new developments in teaching methods, technology, and media. The participants included administrators, faculty members, and students from colleges in the state of Iowa. The program was divided into three phases. The summer phase introduced new developments in teaching methods, technology, and the use of media. The second phase included a tour of four community colleges in Iowa and Washington state. Seminars on Technical Media for Teaching and In-service Education for Adult Education constituted the third phase of the program. Three day follow-up training and consultation seminars aimed at staff and organizational development were conducted. Evaluation data are included on all phases of the program. Various changes in attitudes and abilities of the participants are noted. (BRB)

**ED 070 762** SP 006 104

**Voluntary Opportunities for Inspiring Coordinators of Education Report on: Washington Metropolitan Area Workshop for Administrators, Supervisors and Coordinators.**

Spons Agency—Washington Technical Inst., Washington, D.C.

Pub Date 71

Note—19p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Administrative Personnel, Elementary Schools, \*Recruitment, School Administration, School Community Programs, \*School Supervision, Secondary Schools, Teacher Aides, \*Teacher Workshops, Volunteers, \*Volunteer Training

Identifiers—Project VOICE

The Washington Metropolitan Area 1971 workshop was sponsored by Project VOICE for administrative and supervisory personnel from cooperating schools in the District of Columbia and adjacent Maryland and Virginia counties with volunteers in education programs. This report covers activities of the workshop including sessions of central administration and supervision,

elementary and secondary schools, community school projects, and the Washington Technical Institute. A summary and interpretation of group sessions is presented as well as a list of participants. (Related documents are SP 005 910, 006 106, 006 105.) (MJM)

**ED 070 763** SP 006 106  
**District of Columbia Workshop for Cooperating Schools 1971.**

Spons Agency—Washington Technical Inst., Washington, D.C.

Pub Date 71

Note—28p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Elementary Schools, \*Recruitment, Retraining, Secondary Schools, \*Teacher Aides, \*Teacher Workshops, \*Volunteer Training

Identifiers—Project VOICE

The District of Columbia 1971 Workshop, sponsored by Project VOICE, dealt with the recruiting and retraining of volunteers in education. Following program excerpts and summaries of two operating programs and a film, the participants were divided into four problem solving groups: elementary schools (two groups), junior high schools, and the Washington Technical Institute department. Discussion group reports are presented. Response to an evaluation questionnaire by workshop participants and a listing of workshop participants are presented. (Related documents are SP 005 910, 006 104, 006 105.) (MJM)

**ED 070 764** SP 006 107

*Devore, Paul W.*

**Variables Affecting Change in Inservice Teacher Education. Final Report.**

West Virginia Univ., Morgantown.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 71

Contract—OEC-0-71-3310

Note—99p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Change Agents, \*Educational Change, Educational Innovation, \*Inservice Programs, \*Inservice Teacher Education, \*Teacher Attitudes, Teacher Improvement

This review of the literature on in-service teacher education focuses on two points: 1) the teacher as an individual in the process of change and 2) the variables necessary to promote change. The introduction presents the purpose and types of in-service programs as well as current practices and assumptions surrounding the programs. Some of the variables discussed are evaluation of student achievement and teacher improvement; the design and format of the programs; teacher attitudes, beliefs, and involvement; selection of schools. The review stresses that variables related to altering in-service teacher education programs are the same or similar to those of any other social organization engaging in change. Therefore, the change process is discussed, identifying factors such as communication, resistance to change, environmental factors, change agents, inhibitors, and facilitators. The last section deals with the question of evaluation and presents personal reflections on in-service teacher education. References and bibliography are included. (BRB)

**ED 070 765** SP 006 111

**The Effects of the Instructional Behavior and Skills Development Inservice Program upon Teacher Behavior. Final Report.**

Missouri Univ., Columbia. Center for Educational Improvement.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-1-G-055

Pub Date Nov 72

Grant—OEG-7-71-0020(509)

Note—173p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Educational Change, Educational Improvement, Educational Research, \*Inservice Teacher Education, Instructional Improvement, \*Student Attitudes, \*Teacher Behavior, \*Teacher Workshops, Teaching Skills

This report studies the effects of the Instructional Behavior and Skills Development (IBS) in-service program on teacher behavior. The participants of both the control and experimental groups were full-time elementary teachers of the

Springfield, Missouri Public Schools. Participants in the experimental group attended the IBS in-service program of 32 lessons. The lessons consisted of workshop time, classroom application time, and independent study time. Data were obtained from pretests, posttests, audiotaped observations of classroom behavior, and related research. Significant implications of data analysis indicate the IBS program for teachers a) can be a viable tool in changing selected participant behavior, b) may come to realization in the behavior and achievement of the students, and might modify the indices of verbal behavior on other teachers. Further conclusions and recommendations for research are suggested. A 44-item bibliography and appendixes are included. (MJM)

**ED 070 766** SP 007 343  
**Seventh Grade Interdisciplinary Packet (Science-Social Studies).**

Madison Public Schools, Wis. Dept. of Curriculum Development.

Pub Date 70

Note—79p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Curriculum Guides, Grade 7, \*Interdisciplinary Approach, \*Science Curriculum, \*Science Education, \*Social Studies

GRADES OR AGES: Grade 7. SUBJECT MATTER: Science and Social Studies. ORGANIZATION AND PHYSICAL APPEARANCE: This guide presents a series of earth sciences units which would have interdisciplinary potential specifically in the area of social studies. Introductory material includes a rationale, evaluation procedures, 44 "key" environmental concepts, and the interdisciplinary scope and sequence. A trio of organizational themes form the basis for this guide: man's use of communication systems; a descriptive look at the natural environment; and the interaction between man and his environment. Four science units presented include mapping, earth processes, weather, and astronomy. Each unit provides concepts, objectives, activities and evaluation sheets. The guide is lithographed and spiral bound with a hard cover. OBJECTIVES AND ACTIVITIES: Objectives and detailed activities are provided for in each unit. INSTRUCTIONAL MATERIALS: Charts and other materials are listed under Suggested Materials List. STUDENT ASSESSMENT: Provision is made for student evaluation. (MJM)

**ED 070 767** SP 007 345

**Music Curriculum Guide. K-6.**

Parsippany - Troy Hills Board of Education, Parsippany, N.J.

Note—117p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Curriculum Guides, \*Elementary Education, \*Elementary School Curriculum, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, \*Music Appreciation, \*Music Education

GRADES OR AGES: Grade K-6. SUBJECT MATTER: Elementary Music. ORGANIZATION AND PHYSICAL APPEARANCE: This instructional guide is divided into seven sections covering grade levels K-6. The introductory material includes a statement of purpose for the teacher. Each section is presented in three columns: concept and skills, teacher and pupil activities, and resources. The guide is lithographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: The objectives are listed under Concepts and Skills. Detailed activities are suggested. INSTRUCTIONAL MATERIALS: Records, instruments, songs, books, films and additional materials are listed under Resources. STUDENT ASSESSMENT: No provision is made for student evaluation. (MJM)

**ED 070 768** SP 007 376

**Health Education, Grades 7-12.**

Buffalo Public Schools, N. Y. Div. of Curriculum Evaluation and Development.

Pub Date 70

Note—123p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Curriculum, \*Curriculum Guides, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12, \*Health Education

GRADES OR AGES: Grades 7-12. SUBJECT MATTER: Health Education. ORGANIZATION AND PHYSICAL APPEARANCE: The introductory material for both junior and senior high sug-



gests a time schedule for the major units and presents a program overview. The text is divided into four columns: basic concepts, learning experiences, expected outcomes, and references. The first section of the text, designed for grades 7-12, concerns understanding ourselves, personal inventory and appearance, food and nutrition, guides to effective living and mental health, protecting your health, health agencies, science and disease, and first aid and safety education. The second section, designed for grades 10-12, covers personal inventory and appearance; food and nutrition; body systems; mental health; alcohol, narcotics, and tobacco; and first aid and safety education. The guide is lithographed and spiral bound with a soft cover. **OBJECTIVES AND ACTIVITIES:** Objectives are listed under Basic Concepts and activities are suggested under Learning Experiences. **INSTRUCTIONAL MATERIALS:** Books, films, and pamphlets are listed under References and in the bibliography. **STUDENT ASSESSMENT:** No provision is made for student evaluation. (MJM)

**ED 070 769** SP 007 393

**Typing Manuscripts and Reports. Typing 13.**  
Nederland Independent School District, Tex.

Note—64p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors—**\*Business Subjects, \*Curriculum, \*Curriculum Design, \*Secondary Education, \*Typewriting

**GRADES OR AGES:** Grade 13. **SUBJECT MATTER:** Typing manuscripts and reports. **ORGANIZATION AND PHYSICAL APPEARANCE:** The introductory material contains general instructions on spacing, margins, and paging. The main text contains 32 manuscripts which are varied according to arrangement and length. The guide is lithographed and spiral bound with a soft cover. **OBJECTIVES AND ACTIVITIES:** The objectives for the guide are given on page one. The activities are specified on the work sheets dividing the text. **INSTRUCTIONAL MATERIALS:** The various practice manuscripts are contained in the report. **STUDENT ASSESSMENT:** No provision is made for evaluation. (BRB)

## TM

**ED 070 770** TM 001 639

**Fowler, Ernest P. Bramble, William J.**  
**An Analysis of Personality Data Using Rasch Measurement Model.**

Pub Date [71]

Note—21p; Working draft

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors—**\*Data Analysis, Factor Analysis, \*Goodness of Fit, Grade 7, Grade 11, Grade 12, \*Mathematical Models, \*Measurement Instruments, \*Personality Tests, Questionnaires, Statistical Analysis, Test Results, Tests  
**Identifiers—**High School Personality Questionnaire, \*Rasch Measurement Model

The applicability of the Rasch model to data from a typical personality test, the High School Personality Questionnaire (HSPQ), was studied. The data were gathered on Junior High and High School students in the Louisville Public Schools (Kentucky). Item easiness and person abilities were estimated and compared by age group, within each age group, and across two points in time for the older age group. In addition, certain results from the Rasch analyses were compared with those of factor analysis. A sample of 1,000 students was taken from each of the groups (Junior High, 7th graders; Senior High, 11th and 12th graders). Results of the study are related to five questions considered. The first question was whether or not there were patterns of fit to the Rasch model when responses are dichotomized in different ways. The results indicated that no single key was superior to others in producing fit. The second question was concerned with fit of the model for the data considered; it was found that frequently there was lack of fit, but it is noted that the test statistic was conservative. The third question related to the stability of item easiness estimates within a group and across two points in time for that group. The conclusion was that different item easinesses are obtained when different degrees of possession of the trait are focused upon. The fourth question was how sta-

ble the tests of fits results are across time; pre- and post-comparisons of fit found 55% in agreement. The fifth question concerned how the item mean squares are related to factor loadings; in almost all cases, the item with the highest mean square was also the item with the lowest loading. (Author/DB)

**ED 070 771** TM 002 236

**Doffer (textile) 6-19.166—Technical Report on Standardization of the General Aptitude Test Battery.**

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No—GATB-TR-S-337

Note—11p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors—**\*Aptitude Tests, \*Cutting Scores, Evaluation Criteria, Job Applicants, \*Job Skills, \*Machine Tool Operators, Norms, Occupational Guidance, \*Personnel Evaluation, Test Reliability, Test Validity

**Identifiers—**Doffer, GATB, \*General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

**ED 070 772** TM 002 237

**Card Tender (asbestos prod.; textile) 6-19.031—Technical Report on Standardization of the General Aptitude Test Battery.**

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No—GATB-TR-S-338

Note—7p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors—**\*Aptitude Tests, \*Cutting Scores, Evaluation Criteria, Job Applicants, \*Job Skills, \*Machine Tool Operators, Norms, Occupational Guidance, \*Personnel Evaluation, Test Reliability, Test Validity

**Identifiers—**Card Tender, GATB, \*General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

**ED 070 773** TM 002 238

**Surveyor (profess. & kin.) 0-64.10—Technical Report on Standardization of the General Aptitude Test Battery.**

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No—GATB-TR-S-339

Pub Date Apr 65

Note—12p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors—**\*Aptitude Tests, \*Cutting Scores, Equipment Utilization, Evaluation Criteria, Job Applicants, \*Job Skills, Norms, Occupational Guidance, \*Personnel Evaluation, \*Supervisors, Test Reliability, Test Validity

**Identifiers—**GATB, \*General Aptitude Test Battery, Surveyor

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

**ED 070 774** TM 002 239

**Steam-Power-Plant Operator (light, heat & power) 952.782-040—Technical Report on Development of USTES Aptitude Test Battery.**

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No—USTES-TR-S-340R

Pub Date Jun 70

Note—15p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors—**\*Aptitude Tests, \*Cutting Scores, \*Engineering Technicians, Evaluation Criteria, Job Applicants, \*Job Skills, Kinetics, Norms, Occupational Guidance, \*Personnel Evaluation, Test Reliability, Test Validity

**Identifiers—**GATB, \*General Aptitude Test Battery, Steam Power Plant Operator

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

**ED 070 775** TM 002 240

**Loader (can. & preserv.) 8-04.10—Technical Report on Standardization of the General Aptitude Test Battery.**

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No—GATB-TR-S-341

Pub Date May 65

Note—7p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors—**\*Aptitude Tests, \*Cutting Scores, Evaluation Criteria, \*Food Processing Occupations, Job Applicants, \*Job Skills, Norms, Occupational Guidance, \*Personnel Evaluation, Test Reliability, Test Validity

**Identifiers—**GATB, \*General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the

tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

**ED 070 776** TM 002 241

**Sewage-Plant Operator (any ind.), Water-Treatment-Plant Operator (waterworks) 954.782; Sewage-Plant Operator (sanitary ser.), Waste-Treatment-Plant Operator (sanitary ser.) 955.782, I 955.782—Technical Report on Development of USTES Aptitude Test Battery.** Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service. Report No.—USTES-TR-S-342R  
Pub Date Jun 71  
Note—19p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors—**\*Aptitude Tests, \*Cutting Scores, \*Environmental Technicians, Evaluation Criteria, Job Applicants, \*Job Skills, Norms, Occupational Guidance, \*Personnel Evaluation, Test Reliability, Test Validity, Wastes, Water Pollution Control  
**Identifiers—**GATB, \*General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

**ED 070 777** TM 002 301

**Werts, Charles E. Linn, Robert L.**

**A Review and Synthesis of Educational Measurement Procedures for Studying Growth with the Purpose of Specifying the Appropriate Applications for These Procedures. Final Report.**

Educational Testing Service, Princeton, N.J.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.  
Bureau No.—0-0352B

Pub Date Jun 72  
Grant—OEG-2-700033(509)

Note—174p.

**EDRS Price MF-\$0.65 HC-\$6.58**

**Descriptors—**\*Academic Achievement, Analysis of Covariance, Critical Path Method, Educational Research, Factor Analysis, Literature Reviews, \*Mathematical Models, \*Psychometrics, Research Methodology, \*Statistics, Technical Reports

**Identifiers—**Joreskog (K G), \*Measurement Errors

The objective of this study was to review and integrate the various methodologies used in the study of individual growth (especially academic growth). This was accomplished by means of Joreskog's general model for the analysis of covariance structures, i.e., each of the disparate methodologies available from the literature was

shown to be a special case of Joreskog's general model. Two general considerations enter into the study of growth and its determinants: (a) making provision for errors of measurement, and (b) constructing a model which relates growth to its determinants in a causally meaningful way. Errors of measurement typically involve questions about the reliability and/or validity of measures, i.e., only indirect measures of the desired variable (construct) are available. Multiple measures of each construct would appear necessary to deal with measurement errors in a quantitative manner. For this purpose the multitrait/multimethod approach devised by Campbell and Fiske (1959) is a useful approach since in principle it allows for correlated errors of measurement. Because the Campbell-Fiske approach does not specify the exact relationships between observed variables and constructs, a factor analytic formulation of their approach was used in order to summarize various approaches to measurement error. The constructs, which represent the growth variable and its determinants, were then interrelated in terms of a linear structural (causal) model. The implications of this model, which itself is a special case of Joreskog's general model, were considered. (Author)

**ED 070 778** TM 002 302

**Werts, Charles E. Linn, Robert L.**

**Errata to the Werts-Linn Comments on Boyle's "Path Analysis and Ordinal Data."**

Educational Testing Service, Princeton, N.J.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.  
Bureau No.—0-0352B

Pub Date Jun 72  
Grant—OEG-2-700033(509)

Note—12p.

Available from—Not available separately; see TM 002 301

**Document Not Available from EDRS.**

**Descriptors—**\*Critical Path Method, \*Data Analysis, \*Goodness of Fit, \*Mathematical Models, \*Measurement Techniques, Models, Statistics, Technical Reports

**Identifiers—**Boyle (Richard P), \*Measurement Errors

The Werts-Linn procedure for dealing with categorical errors of measurement in "Comments on Boyle's 'Path Analysis and Ordinal Data'" in *The American Journal of Sociology*, volume 76, number 6, May 1971, is shown to be inappropriate to the problem of ordered categories. (For related document, see TM 002 301.) (DB)

**ED 070 779** TM 002 303

**Werts, Charles E. And Others**

**Another Perspective on "Linear Regression, Structural Relations, and Measurement Error."**

Educational Testing Service, Princeton, N.J.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—0-0352B

Pub Date Jun 72

Grant—OEG-2-700033(509)

Note—9p.

Available from—Not available separately; see TM 002 301

**Document Not Available from EDRS.**

**Descriptors—**\*Analysis of Covariance, \*Goodness of Fit, \*Linear Programming, \*Mathematical Models, \*Measurement Techniques, Models, Social Sciences, Technical Reports

**Identifiers—**Joreskog (Karl G), \*Measurement Errors

A stochastic disturbance term appears to be essential for structural models in the social sciences. The analysis of such models is considered from the perspective of Joreskog's (1970) general model for the analysis of covariance structure. (For related document, see TM 002 301.) (Author)

**ED 070 780** TM 002 304

**Werts, Charles E. Linn, Robert L.**

**Estimating True Scores and True Group Means from Multiple Independent Measures.**

Educational Testing Service, Princeton, N.J.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date Jun 72

Grant—OEG-1-6-061830-0650

Note—12p.

Available from—Not available separately; see TM 002 301

**Document Not Available from EDRS.**

**Descriptors—**\*Factor Analysis, \*Mathematical Models, Research, Statistics, Technical Reports, \*Test Reliability, \*Test Results, \*True Scores

Given multiple independent measures of an underlying true factor and information on group membership, it is possible to compute a set of observed group means for each measure. Given at least three tests, these sets of means may be used to compute the reliability of the means for each test. The procedure for estimating true scores from the reliabilities of the individual tests and the group means is derived. (For related document, see TM 002 301.) (Author)

**ED 070 781** TM 002 305

**Werts, C. E. And Others**

**Intraclass Reliability Estimates: Testing Structural Assumptions.**

Educational Testing Service, Princeton, N.J.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—0-0352B

Pub Date Jun 72

Grant—OEG-2-700033(509)

Note—13p.

Available from—Not available separately; see TM 002 301

**Document Not Available from EDRS.**

**Descriptors—**\*Analysis of Covariance, \*Correlation, Hypothesis Testing, \*Mathematical Models, \*Reliability, Research, Statistical Studies, Technical Reports, \*Test Results, True Scores, Validity

**Identifiers—**Joreskog (K G)

Intraclass correlation reliability estimates are based on the assumption that the various measures are equivalent. Joreskog's (1970) general model for the analysis of covariance structures can be used to test the validity of this assumption. (For related document, see TM 002 301.) (Author)

## UD

**ED 070 782** UD 012 806

**Armor, David J.**

**The Evidence on Busing. Research Report.**

Pub Date 72

Note—37p.

Journal Cit—Public Interest; n28 p90-126 Sum 1972

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors—**Academic Achievement, Academic Aspiration, Bus Transportation, Educational Opportunities, Higher Education, \*Integration Effects, \*Integration Methods, Negro Students, \*Program Evaluation, Race Relations, \*School Integration, Self Esteem, Student Transportation, \*Transfer Programs

The development of school integration programs throughout the country has made possible a test of the hypothesis that school integration enhances black achievement, aspirations, self-esteem, race relations, and opportunities for higher education. The programs reviewed here have two important characteristics that may limit ability to their being generalized: they are examples of induced integration, and all use varying amounts of busing to accomplish integration. Five reports on integration programs in Northern cities throughout the country are cited: (1) Project METCO, Boston, Massachusetts; (2) White Plains, New York; (3) Ann Arbor, Michigan; (4) Riverside, California; and, (5) Project Concern, Hartford and New Haven, Connecticut. To test the hypothesis, findings are grouped under five major headings—the effects of busing and integration on: (1) academic achievement; (2) aspirations; (3) self-concept; (4) race relations; and (5) educational opportunities. Program support is also examined. In each case, bused students are compared with the control groups to assess those changes that might be uniquely associated with the effects of induced integration. The implications of these findings for policy are then examined. Since the data do not support the hypothesis on most counts, the burden must fall upon those who support a given school integration program to demonstrate that it has the intended effects—with no unintended, negative side-effects. (Author/JM)

## ED 070 783

UD 013 070

Fishman, Roger J. Edwards, Grayne D.  
Edison Project: Final Evaluation Report—Year One, 1971-1972.

Philadelphia School District, Pa. Office of Research and Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 31 Aug 72

Grant—OEG-0-9-480321-348(281)

Note—68p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attendance Patterns, Attendance Records, Curriculum Development, \*Dropout Identification, \*Dropout Prevention, \*Dropout Programs, Dropout Rate, High School Students, \*Program Evaluation, Remedial Instruction, School Holding Power, Vocational Development

Identifiers—Elementary Secondary Education Act Title VIII, ESEA Title VIII, \*Pennsylvania

The Edison Project is an ESEA Title VIII dropout prevention program for 250 tenth grade students who were identified as potential dropouts on the basis of previous attendance, grades, and grade level retention. Some of the problems that affect student attendance have been found to be gangs, money, race, and relevance of education. The project was formed so as to ameliorate these problems. Career development and community awareness were to be integral parts of the curricula that were to be developed. Self-contained classrooms and home contacts were specified as means of personalizing education. Work-stipend positions, which involved 15 hours of work each week, were available and paid from the project budget. Remedial math, remedial reading, health care, and food services were also provided. The instructional and career development goals met with little success. The dropout rate was 21.3 percent while the average daily attendance was 78.1 percent. Other tenth graders in the high school had corresponding rates of 33.1 and 61.8 percent. Pretest-posttest gains were seven months in reading and two months in arithmetic. (Author/JM)

## ED 070 784

UD 013 072

Kramer, John

Hunger U. S. A. Revisited. A Report by the Citizens' Board of Inquiry Into Hunger and Malnutrition in the United States.

Southern Regional Council, Atlanta, Ga.

Pub Date 72

Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Breakfast Programs, Budgets, Federal Aid, \*Federal Programs, \*Food Standards, \*Hunger, Local Government, Lunch Programs, \*Nutrition, Political Issues, \*Program Administration, Program Costs

Identifiers—Food and Agriculture Act of 1965, Food Stamp Act of 1964, National School Lunch Act

The two basic family feeding programs are food stamps and commodity distribution. The current food stamp program provides the poor with spending power enough to purchase at the level of the Department of Agriculture's Economy Food Plan. The dollar equivalent of this plan is \$112 dollars a month for a family of four. This amounts to an average per person Federal subsidy of \$13.45 per month, or 14.7 cents per meal. From January 1970 (when the food plan was \$106), to July 1972 (when the food plan went to \$112), the consumer price index for food consumed at home went up at a rate of 300 percent greater than the rise in the allotment. The Department of Agriculture, however, in 1968 had described the Economy Food Plan "as not a reasonable measure of basic money needs for a good diet." The diet of the three million people who are enrolled in the commodity distribution program would not be entirely adequate even if all received their full allotment of slightly over 37 pounds of canned and boxed goods each month. They would obtain at least 100 percent of the Recommended Daily Allowance of protein and six minerals and vitamins, but only 80 percent of needed calories. In fact, the program, however, distributes an average of 28.2 pounds of food each month, or 74 percent of the promised items by weight. (Author/JM)

## ED 070 785

UD 013 073

Hampton, Peter J.

Innovative Techniques in Teaching Academically Disadvantaged College Students.

Pub Date Sep 72

Note—11p.; Paper presented at the American Psychological Association Annual Convention, Honolulu, Hawaii, September 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Affective Objectives, College Students, \*Compensatory Education, Economically Disadvantaged, \*Educational Change, Educationally Disadvantaged, Educational Philosophy, \*Higher Education, Inservice Teacher Education, Minority Groups, Teacher Workshops, Teaching Methods, \*Teaching Techniques, Training

Identifiers—Educational Provisions Development Act

This paper reports some of the conclusions arrived at during a five-week Educational Provisions Development Act Training Program for teachers of low-income and minority students at the University of Akron. At that time, the contention that disadvantaged college students need affective recognition as well as cognitive recognition if they are to succeed in college was tested. The student body was made up of 36 compensatory education teachers culled from different parts of the country. The basic objective in the training program was to share professional experiences in compensatory teaching, and in so doing, extricate and collate the most useful and the most innovative strategies, with respect to both rationale and methodology, for teaching academically disadvantaged college students. The program was divided into four major areas of probing: the communications skill area—English and mathematics; the generic subject matter area—the natural sciences and social studies; and the developmental counseling area and the intra- and interpersonal relations area. As the participants met from day to day in discussion, the strategies discussed in the paper were agreed to represent, among others, the most significant, innovative, and useful approaches in teaching academically disadvantaged college students. (Author/JM)

## ED 070 786

UD 013 074

Hines, Vynce Damico, Sandra

Affective Education to Facilitate Integration. Research Monographs, Volume I, Number 2.

Florida Univ., Gainesville. P. K. Yonge Lab.

School.

Pub Date 72

Note—71p.

Available from—P. K. Yonge Laboratory School, College of Education, University of Florida, Gainesville, Fla. 32601 (\$1.03)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Affective Objectives, Changing Attitudes, Discussion Groups, \*Discussion Programs, High School Students, \*Integration Methods, Intergroup Relations, \*Program Evaluation, Racial Attitudes, \*Remedial Reading Programs, School Integration, Self Concept, Social Attitudes, Student Adjustment

Identifiers—Florida

The purpose of this study was to investigate the effectiveness of a five-week program in affective education with emphasis on facilitating the integration of a large proportion of new students into a school. Specifically, the program was designed to: (1) reduce intergroup prejudice by modifying in a positive direction attitudes toward self and others, and (2) help new students adapt to their new school. The program was implemented through the combined efforts of teachers and counselors. Three major components served as vehicles to achieve the goal. Discussion groups focused on: (1) clarifying myths underlying prejudice by examining the characteristics, values, and contributions of the minority groups; (2) the processes of value system development; and, (3) the consequences to minority and majority groups of failing to resolve intergroup conflict. Communications groups provided planned opportunities to grow in self awareness and in the understanding, attitudes, and skills needed to relate positively to persons from different ethnic, social, and cultural backgrounds. The developmental, individualized reading program emphasized individual successes in reading as well as successes as a learner. (Author/JM)

## ED 070 787

UD 013 075

Barnett, Saul And Others

Evaluation of San Francisco Unified School District Desegregation/Integration, 1971-72.

San Francisco State Coll., Calif. TABA Social Studies Curriculum Project.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 72

Grant—OEG-9-72-0003(207)

Note—374p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Academic Achievement, Attendance Patterns, Changing Attitudes, Elementary School Students, Ethnic Distribution, \*Integration Effects, Integration Studies, Parent Reaction, \*Program Evaluation, \*Restrictive Transfer Programs, \*School Integration, Secondary School Students, Student Attitudes, Teacher Attitudes

Identifiers—\*California

From the Fall of 1971 to Spring of 1972, the evaluation staff from Component V cooperated with the district research staff in collecting data for a product report determining how well the desegregation in San Francisco elementary schools was succeeding. The product evaluation strategy for this ESAP report is based on the Western Regional Desegregation Program. The product evaluation extends beyond the ESAP program and encompasses data from those individuals that may or may not have been reached by the special ESAP functions. The evaluation addresses itself to the following three goals: (1) Educational Impact—to assess the academic performance of pupils in the San Francisco elementary schools through the desegregation/integration program; (2) Affective Impact—to assess positive feelings and attitudes in San Francisco elementary schools through the desegregation/integration program; and, (3) Structural Aspects—to assess the structural aspects (ethnic balance, attendance, etc.) of the San Francisco elementary schools through the desegregation/integration program. A number of test instruments were used. They included standardized achievement tests, psychological and sociological instruments, and survey instruments. (Author/JM)

## ED 070 788

UD 013 076

Racial and Ethnic Distribution of Professional Staff in California Public Schools, Fall 1971. A Report to the State Board of Education.

California State Dept. of Education, Sacramento.

Bureau of Intergroup Relations.

Pub Date Oct 72

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Administrative Personnel, Chinese Americans, \*Ethnic Distribution, Japanese Americans, Negroes, Principals, Public Schools, Racial Balance, \*Racial Distribution, School Demography, Spanish Speaking, State Surveys, Student Distribution, \*Teacher Distribution

Identifiers—\*California

A racial and ethnic survey of California public schools, conducted by the State Department of Education in October 1971, included not only a count of pupils in each school but also a count of professional staff by racial and ethnic group categories. This report presents the results of the survey of teachers, principals, and other professional staff, the first such State survey since October 1967. While nearly 29 percent of all public school pupils in California were members of racial and ethnic minority groups, minorities were represented by 10.5 percent of the teaching staff and 6.5 percent of the principals. The Spanish-surnamed accounted for 16 percent of the pupils, but only 2.6 percent of classroom teachers, 2.4 percent of principals, and 2.7 percent of total professional staff at schools. Blacks comprised 9.3 percent of all pupils, 5.1 percent of teachers, and 2.9 percent of principals. Asians provided the only example of parity, with 2.2 percent of pupils and 2.2 percent of teachers, but 0.6 percent of principals. Asian and Spanish-surnamed pupils and professionals alike were about twice the State average in their proportions in minority-group isolated schools. Black pupils and professionals were nearly four times the state average at such schools. (Author/JM)

## ED 070 789

UD 013 077

Racial and Ethnic Distribution of Pupils in California Public Schools, Fall 1971. A Report to the State Board of Education.

California State Dept. of Education, Sacramento.

Bureau of Intergroup Relations.

Pub Date Sep 72

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Chinese Americans, \*Ethnic Distribution, Japanese Americans, Longitudinal Studies, Minority Groups, Negroes, Public Schools, Racial Balance, \*Racial Distribution,



School Demography, School Segregation, Spanish Speaking, \*State Surveys, \*Student Distribution  
Identifiers—\*California

In October 1971, as in four previous years, school districts provided the California State Department of Education with a count of pupils in each school by racial and ethnic group categories. The survey found that 29 percent of the 4.5 million pupils in California public schools were members of racial and ethnic minority groups. Mexican Americans and others of Spanish surname comprised 16 percent. More than 9 percent were black, more than two percent were Asian and about 1.5 percent were American Indian, Filipino, or members of other nonwhite minorities. For the first time since these surveys began, there was a statewide decrease in the total number of pupils. Minority-group enrollment continued to increase. Since the 1967 Survey, Spanish-surnamed pupils had increased by 109,001, black pupils by 50,795, and other minority-group pupils by 32,210. Applying the measure of imbalance stated in the California Administrative Code, there were 1,697 schools in 1971-72 which deviated by more than 15 percent from the mean in their districts for any racial or ethnic group, including the Anglo-majority group; more than 1.3 million children were in attendance at those schools, including 63 percent of all the black pupils in the State and 42 percent of all the Spanish-surnamed pupils. At the same time there were 1,215 schools in which minority-group pupils comprised 50 percent or more of total enrollment. (Author/JM)

ED 070 790 UD 013 078

Wildner, David E. Blumner, Alan S.

Some Sociological Aspects of Student Allocation in Two Racially Mixed Suburban High Schools. Program for Situational Analysis.

Columbia Univ., New York, N. Y. Dept. of Educational Administration.

Pub Date 1 Aug 72

Note—142p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Ability Grouping, Caucasian Students, \*Educational Administration, Educational Diagnosis, \*High Schools, High School Students, Negro Students, School Integration, School Surveys, \*Student Attitudes, Student Grouping, \*Suburban Schools, Suburban Youth, Teacher Attitudes, Test Bias

This study is an attempt to link sociological theory and research to student grouping procedures, to administrative decision making, and to student attitudes. It is also a modest demonstration of how school administrators might more rationally assess the operation of schools as goal-directed organizations. American schools are based on an age-graded social promotion model with performance levels and curriculum groups differentiated at the secondary level. Standardized psychometric tests of achievement and ability have purportedly been used to screen students rationally for grouping assignments, and thus to promote social mobility through academic achievement. Two metropolitan area suburban high schools, one predominantly black with ability grouping, and the other with a majority of whites and heterogeneous groups within curriculum categories, were studied to determine the relative impact of different grouping procedures on their student clients. School personnel were interviewed, student records were examined longitudinally, and senior class members of each school completed self-administered questionnaires. As expected, grouping assignments within both schools were found to be highly related to social input characteristics of students and to their test scores, and vertical mobility between curriculum groups was minimal. (Authors/JM)

ED 070 791 UD 013 080

Van de Riet, Vernon Resnick, Michael B.

A Longitudinal Study of the Intellectual Growth of Culturally Disadvantaged Children in a Sequential Learning to Learn Program.

Pub Date Sep 72

Note—17p.; paper presented at the American Psychological Association Annual Convention, Honolulu, Hawaii, September 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classification, \*Cognitive Development, \*Compensatory Education Programs, Culturally Disadvantaged, Disadvantaged Youth, Early Childhood Education, Informa-

tion Utilization, Intelligence Tests, Learning Readiness, \*Longitudinal Studies, Perception, \*Preschool Education, Preschool Programs, Problem Solving, \*Program Evaluation

This report describes and evaluates a sequential Learning to Learn Program (L.L.P.) for four- and five-year-old children. The long-term plan was for these children to be kept in a continuous sequential program through the first grade. Since another aspect of this project is a systematic attempt to learn how differing lengths of exposure to the L.L.P. influence the children's learning, the overall design calls for one group of children to be in the program for three consecutive years and another group for two consecutive years. The purpose of the evaluation study is: (1) to compare and contrast the development of the children who receive a two-year preschool program with those who receive a one-year pre-school program; and, (2) to compare and contrast the development of the experimental groups with that of the control groups who were matched with them in intelligence, language, ability, perceptual-motor ability, and socioeconomic status. The results indicate that the children who participated in the program made significantly greater intellectual gains over the two- and three-year period than those children who attended and participated in traditional education programs. (Authors/JM)

ED 070 792 UD 013 100

Stephenson, Robert Spieth, Phillip

Evaluation of Desegregation—1970-1971.

Dade County Public Schools, Miami, Fla. Dept. of Program Evaluation.

Pub Date Jun 72

Note—132p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Achievement, Classroom Integration, Curriculum Development, Educational Change, Human Relations Programs, \*Integration Effects, Organizational Change, Program Administration, Program Costs, \*Program Evaluation, \*School Integration, School Vandalism, Student Attitudes, \*Transfer Programs

Identifiers—\*Florida

The main objective of the desegregation evaluation was to determine how court-ordered desegregation requirements and specially funded desegregation activities influenced the organization and operation of the school system and the achievement of pupils. A number of specific questions were derived from this objective. Have desegregation activities succeeded in desegregating schools and classrooms? To what extent have organizational and instructional changes in schools which have been desegregated been successful? What contributions to desegregation have special programs made? What have been the educational outcomes associated with desegregation activities, with particular reference to student achievement? What strategies have the best chance of handling desegregation problems at the beginning of the next school year? What costs are associated with changes resulting from desegregation activities? Are sufficient materials on the appropriate instructional levels available in the schools involved in desegregation? Has there been an increase in vandalism in desegregated schools? To what extent have programs identified as human relations programs facilitated the desegregation process? (Authors/JM)

ED 070 793 UD 013 101

Birnbaum, Max Mosey, John

Social Change in Urban America.

Pub Date 72

Note—257p.

Available from—Harper & Row, Inc., 10 East 53rd Street, New York, N. Y. 10022 (\$5.00)

Document Not Available from EDRS.

Descriptors—Bureaucracy, City Problems, Community Change, Community Characteristics, Educational Change, Governmental Structure, Inner City, \*Police, Police Community Relationship, Poverty Programs, \*Social Change, Social Structure, \*Urban Areas, \*Urban Education, \*Welfare

This work includes introductory material on the community with emphasis on the inner city, prefaces to each group of readings, the readings themselves, and bibliographies. The book presents readings on topics that are central to an understanding of social change in the inner city. The first section, on the city as community and as

bureaucracy, provides background to the other three, on education, police, and welfare. Each segment of readings includes three types of literature: (1) a descriptive selection, using traditional concepts; (2) an article about an issue or a case study; and, (3) a conceptual article, mainly theoretical. The order chosen fits in with the conception that experience is essential to learning. Thus, the description of an issue or problem begins with widely held assumptions; then, learning requires a discussion of these issues from a novel point of view. Finally, one task of the theorist is to take the concepts that delimit an aspect of the real world and to show that another set of concepts can lay bare the skeleton to reveal a familiar problem to be quite different when the rhetoric and assumptions of familiarity are removed. (Author/JM)

ED 070 794 UD 013 104

Green, Donald Ross Draper, John F.

Exploratory Studies of Bias in Achievement Tests.

CTB/McGraw Hill, Monterey, Calif.

Pub Date Sep 72

Note—59p.; Paper presented at the American Psychological Association Annual Convention, Honolulu, Hawaii, September 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Achievement Tests, Bias, Comparative Testing, Educational Testing, Ethnic Groups, \*Group Tests, Item Analysis, Minority Groups, \*Racial Differences, Research Methodology, \*Social Differences, \*Test Bias, Testing Problems, Test Validity

Identifiers—California Achievement Tests

This paper considers the question of bias in group administered academic achievement tests, bias which is inherent in the instruments themselves. A body of data on the test of performance of three disadvantaged minority groups—northern, urban black; southern, rural black; and, southwestern, Mexican-Americans—as tryout samples in contrast to white, advantaged groups in the same regions, was analyzed using five different general methods for examining tests for bias. In an item tryout, a set of items is administered to a sample of the relevant population and the results are then examined item by item in an effort to pick the more effective items. The first method is an item selection routine using the point biserial correlation for each item as the criterion. The second method, group by score interactions, involves dividing the tryout group into, say, fourths, based on quartiles, and examining the proportion of the cases making each possible response in each of these levels. The third method involves plotting item difficulties so as to locate aberrant items. The fourth method involves estimating and plotting item characteristic curves separately for each group and comparing the plots. The fifth method comprises various intergroup factor analytic approaches. (Author/JM)

ED 070 795 UD 013 105

Calendine, Jerry Fleming, Margaret

Job Development Services, DPPF, Evaluation.

Fund Number 97—Component 14, 1971-72.

Cleveland Public Schools, Ohio. Div. of Research and Development.

Pub Date Aug 72

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Employment Interviews, Employment Services, Field Trips, \*High School Students, \*Inner City, \*Job Development, Job Placement, Occupational Choice, Occupational Guidance, Occupational Information, \*Program Evaluation, Student Placement, Vocational Counseling, Vocational Education

Identifiers—\*Ohio

Job Development Service provides special activities designed to achieve the following objectives: (1) to increase student knowledge of employment opportunities and procedures; (2) to strengthen employment opportunities for students of inner-city high schools; and, (3) to identify jobs available with local employers and refer students for job interviews. Since the 1966-67 school year, approximately 9529 graduates of five inner-city senior high schools have had an opportunity to participate in a job placement program conducted by the Cleveland Public Schools Job Development Service. Of those students who demonstrated interest in post graduation employment, 95 percent obtained full time jobs. Participants were serviced by project activities that included job preparation classes, counseling ser-

vices, field trips to plants, and job-interview coaching. Guidance counselors were responsible for organizing and implementing these services. Assisting the guidance counselors, occupational advisors were able to obtain commitments from local industry representatives, to plan meaningful occupation-related field trips, and to identify occupational information resources. An advisory board composed of a cross-section of local employers assisted project planning and implementation efforts. (Author/JM)

ED 070 796

UD 013 106

Goldstein, Jon H.

**The Effectiveness of Manpower Training Programs: A Review of Research on the Impact on the Poor. Studies in Public Welfare, Paper Number 3.**

Joint Economic Committee, Washington, D.C.

Pub Date 20 Nov 72

Note—76p.; a staff study prepared for the use of the Subcommittee on Fiscal Policy of the Joint Economic Committee, Congress of the United States

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (\$45)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Cost Effectiveness, Economically Disadvantaged, \*Federal Programs, \*Job Development, \*Manpower Development, Poverty Programs, \*Program Evaluation, Training, Welfare Recipients, Youth Programs

Identifiers—Job Corps, Job Opportunities Business Sector, Manpower Development and Training Act, Neighborhood Youth Corps, Work Incentive Program

This study reviews the evidence on the impact that manpower training programs have had on the earnings of the poor, in order to assess the likely success that greatly expanded training programs would have in reducing the amount of public assistance payments and the size of welfare roles. Between 1963 and 1971, the Federal Government obligated 6.8 billion dollars for training 6.1 million people. This study examines five of these programs: Manpower Development and Training Act (MDTA), Neighborhood Youth Corps (NYC), Job Corps, Job Opportunities in the Business Sector (JOBS), and the Work Incentive Program (WIN). MDTA and NYC are the largest of the manpower training programs, and have been in operation the longest. MDTA offers a wide range of institutional and on-the-job instruction; it serves disadvantaged persons, although not exclusively. WIN treats only welfare recipients. NYC, JOBS, and Job Corps deal exclusively with disadvantaged persons, though each has its own structure and training methodology. JOBS is a private venture which is federally funded. The majority of Job Corps centers train youths at sites away from their home environment. NYC provides work experience, earnings, and training to high school students and dropouts, and encourages them to continue their education. (Author/JM)

ED 070 797

UD 013 108

Williams, Margaret M.

**Race, Poverty and Educational Achievement in an Urban Environment.**

Union Carbide Corp., Oak Ridge, Tenn. Nuclear Div.

Spons Agency—Atomic Energy Commission, Washington, D.C.; Department of Housing and Urban Development, Washington, D.C.

Pub Date Sep 72

Note—12p.; Paper presented at the American Psychological Association Annual Convention, Honolulu, Hawaii, September 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, \*Achievement Tests, \*Economic Disadvantage, \*Elementary School Students, Inner City, Multiple Regression Analysis, \*Racial Differences, School Segregation, \*Secondary School Students, Social Differences, Socioeconomic Status, Urban Areas, Welfare Recipients

Identifiers—Iowa Tests of Basic Skills, Missouri The independent and interacting effects of race and poverty on academic achievement were examined for all fourth through sixth grade children attending public neighborhood schools in St. Louis, Missouri between Fall 1968 and Spring 1971. The Iowa Tests of Basic Skills (ITBS) was given at four points in time during this period to a total of 27,465 students. Composite mean ITBS

scores were calculated separately for blacks and whites for each poverty group for each point in time. Multiple regression equations were then calculated for each point in time to show the relative weightings of the race and poverty variables as predictors of ITBS scores. The results for each point in time are very similar, the white "least poor" group in any grade being about one school year ahead of the "extremely poor" black group as regards educational achievement. However, when black and white children within a poverty level are compared, differences are much smaller and are negligible or nonexistent for the "poor" group. The poverty variable is four to six times more predictive than the race variable. The close association between achievement and economic level strongly suggests financial education assistance be expanded to include the economic improvement of the families and neighborhoods in which underachieving children live. [This document has been reproduced from the best available copy] (Author/JM)

ED 070 798

UD 013 109

Leutert, M. J.

**The Ethnic Student: Academic and Social Problems.**

Pub Date Sep 72

Note—14p.; paper presented at the American Psychological Association annual convention, Honolulu, Hawaii, September 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—"College Students, Counseling Programs, \*Counselor Role, Cultural Differences, Cultural Factors, Culture Conflict, \*Ethnic Groups, Intervention, Middle Class Culture, Middle Class Norm, Social Adjustment, \*Social Problems, \*Student Adjustment, Student Alienation, Student Problems

This paper is concerned with conflicts which arise for students in the university setting as a result of having ethnic backgrounds different from the middle-class norm. There are a variety of ways in which an ethnic student can find himself in a classroom situation where behaviors which had evoked positive reinforcement in his subculture are now negatively reinforced. Faced with discrepant reward systems, this student must choose between maintaining his ethnic pattern of response or adopting behaviors which are in conflict with his own personal values and experiences in order to meet the expectations of the mainstream culture. College students are, in general, ideal therapy candidates. The ethnic students who find their way to campus counseling centers and clinics are usually responsive also, but this probably has to do with a process of self-selection—the ethnic students in therapy being for the most part already heavily invested in a middle-class life style. Attempts at "outreach" or "intervention" may be appropriate in a number of settings, including university counseling services. For example, it has been suggested that psychologists become actively involved in designing programs to increase faculty and administration awareness of the problems and needs of ethnic students. (Author/JM)

ED 070 799

UD 013 110

Williams, Robert L.

**The BITCH-100: A Culture-Specific Test.**

Washington Univ., St. Louis, Mo.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Sep 72

Note—21p.; paper presented at the American Psychological Association Annual Convention, Honolulu, Hawaii, September 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Achievement Tests, Culture Free Tests, Dropouts, High School Students, Inner City, \*Intelligence Tests, Negro Culture, Negro Dialects, Racial Differences, \*Test Bias, \*Test Construction, Testing Problems, \*Test Validity

Identifiers—BITCH 100, Black Intelligence Scale of Cultural Homogeneity, California Achievement Test

The aim of this paper is to describe the rationale and evaluation of the Black Intelligence Scale of Cultural Homogeneity (BITCH). A "culture specific" test is used to determine the taker's ability to function symbolically or to think in terms of his own culture and environment. A combination of dialect specific and culture specific tests would certainly enhance the possibility of measuring what is inside the black child's head; this is the basic rationale for the BITCH-

100. Over two years, a 100-item test was developed. The purpose of the first experiment was to demonstrate that the test would discriminate black from white takers. One hundred white and 100 black high school students ranging in age from 16 to 18 years, half from low socioeconomic levels and half from middle income levels, from the city of St. Louis took the BITCH-100. The black group showed a clear superiority over the white group. The distribution of scores approximated a normal distribution in which blacks comprise the upper half, whites the lower half. Twenty-eight black Neighborhood Youth Corps high school "drop outs" were administered the BITCH and the California Achievement Test in the second experiment. The results confirm the hypothesis regarding the sensitivity of the BITCH in picking up "intellectual indicators" not commonly found in conventional tests. (Author/JM)

ED 070 800

UD 013 111

**Nassau County Educational Resources Center Catalog of Professional Materials. Multi-Ethnic Materials Collection.**

Nassau County Board of Cooperative Educational Services, Jericho, N.Y.

Pub Date 71

Note—87p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—African American Studies, \*Catalogs, Cultural Awareness, Cultural Centers, Curriculum Development, Ethnic Groups, \*Ethnic Studies, \*Instructional Materials Centers, \*Instructional Media, \*Multicultural Textbooks, Resource Centers

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, New York, Project Racial Ethnic Action, Project REAP

The Nassau Educational Resource Center is a multimedia, multi-area curriculum and instructional materials center, with an educational communications training component. The catalog contains listings of the professional resources made available at the Center in the area of multi-ethnic studies by the Racial Ethnic Action Project (REAP). REAP, funded under Title III, Elementary Secondary Education Act, was initiated in the Freeport Public Schools in September 1969. Jointly sponsored by the Freeport Public Schools and the Board of Cooperative Educational Services, its goal was to alleviate the tensions and conflicts among various ethnic groups by developing a curriculum through which students, teachers, and community would gain an understanding of cultural differences. REAP's main goal was to gather a collection of media (film, film strips, games, and print materials) that provided data about the many ethnic groups in their diverse forms of race, religion, or national origin found in the United States; also, educational methods and concepts that deal with developing and implementing affective education in the classroom. REAP staff writers used these materials in the development of its multi-ethnic human relations units of instruction. (Author/JM)

ED 070 801

UD 013 112

Hamill, Peter V. V. And Others

**Height and Weight of Children: Socioeconomic Status, United States. Vital and Health Statistics, Series 11, Number 119.**

National Center for Health Statistics (DHEW), Rockville, Md.

Pub Date Oct 72

Note—91p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, Body Height, Body Weight, \*Economic Factors, \*Elementary School Students, Income, \*National Surveys, Parent Education, \*Physical Characteristics, Racial Differences, Rural Urban Differences, Sex Differences, \*Social Differences, Socioeconomic Status, Statistical Analysis

This is the second report on height and weight of U.S. children, six to 11 years old, from Cycle II of the Health Examination Survey. The first report analyzed and discussed data on height and weight by age, sex, race, and geographic region. This second report carries the analysis and discussion of height and weight data further by considering some measurable socioeconomic variables. Cycle II of the Health Examination Survey, conducted from July 1963 to December 1965, in-



involved selection and examination of a probability sample of noninstitutionalized children in the U.S. aged six to eleven years. This program succeeded in examining 96 percent of 7,417 children selected for the sample. The examination had two focuses: on factors related to healthy growth and development as determined by a physician, a nurse, a dentist, and a psychologist, and on a variety of somatic and physiologic measurements performed by specially trained technicians. Several separate interviews in the weeks preceding the examination performed a variety of functions. They identified the child eligible for the sample; they obtained demographic information and some family health and selected family socioeconomic information; and they obtained the child's developmental and early medical history and current information about his health status. (Author/JM)

ED 070 802 24 UD 013 124

Rhodes, Albert Lewis. *Sizemore, Ray*  
School Effects Versus Family Background Effects on Verbal Ability: Testing Reliability of Coleman's Findings on Achievement. Final Report.

Florida State Univ., Tallahassee.  
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-1-0496

Pub Date 10 Aug 72

Grant—OEG-4-71-0045

Note—163p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Achievement, College Bound Students, \*Educational Opportunities, \*Family Background, National Surveys, Racial Differences, Reading Achievement, \*School Demography, Secondary School Students, \*Student Characteristics, Student Distribution, Teacher Characteristics, Teaching Quality, \*Verbal Ability

Identifiers—Coleman Report, Educational Opportunities Survey

The relative importance of family background, student-body, and teacher characteristics on the reading skill of white and black teenage students in public and private schools was assessed. Data gathered by the Current Population Survey of the U. S. Bureau of the Census was used to replicate the analysis reported in Chapter three of "Equality of Educational Opportunity" by James S. Coleman. The dependent variable is a standardized reading test score. Family background is indicated by a combination of five measures: family income, occupation of head of household, father's education, mother's education, and mother's valuation of education as a means to success. Student-body characteristics include an average intelligence test score of all pupils in the school, percent of the student body behind grade level in reading achievement, percent of the student body enrolled in college preparatory curriculum, and percent having fathers employed in a white-collar occupation. There are six indicators of teacher quality. Three refer to all of the teachers in the school: percent with a masters degree, percent male, and percent in first year of teaching. Three refer to the individual pupil's English teacher: race, highest degree, and number of years of teaching experience. (Author/JM)

ED 070 803 24 UD 013 125

Coats, William D. *And Others*  
A Longitudinal Study of Desegregation in Kalamazoo, Michigan.

Pub Date Sep 72

Note—36p.; paper presented at the American Psychological Association Annual Convention, Honolulu, Hawaii, September 7, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bus Transportation, Classroom Integration, Classroom Observation Techniques, Elementary School Students, \*Integration Effects, Interaction Process Analysis, Longitudinal Studies, \*School Integration, Secondary School Students, \*Student Attitudes, \*Student Teacher Relationship, Student Transportation, Transfer Programs, Urban Schools

Identifiers—\*Michigan

This paper is based on a compilation of the first two phases of longitudinal research on desegregation effects now being conducted in the Kalamazoo Public Schools. The purpose of the Phase I study was to obtain baseline data during the spring of 1971 prior to the desegregation of

the Kalamazoo Public Schools, which was initiated in the fall of 1971. Baseline data were collected for classroom verbal interaction patterns, student opinions, and student leadership status. Student achievement data were also available through the regular testing program of the Kalamazoo Public Schools. The purpose of the Phase II study was to make longitudinal comparisons based on data collected prior to desegregation during Phase I and data collected after approximately one year of desegregation in the spring of 1972. Comparisons were based on measures of the following variables: (1) classroom verbal interaction patterns; (2) student opinions; (3) student leadership status; and (4) student achievement. Additionally, parent opinions pertaining to desegregation were studied. In Spring 1971, the Kalamazoo Public School system was in a unique position in that it was the only school system roughly representative of the black-white racial composition of the United States to attempt system-wide desegregation through two-way busing. (Author/JM)

ED 070 804 UD 013 126

Bork, Robert H.  
Constitutionality of the President's Busing Proposals. Special Analysis, Number 24. American Enterprise Inst. for Public Policy Research, Washington, D.C.

Pub Date May 72

Note—38p.

Available from—American Enterprise Inst. for Public Policy Research, 1150 17th Street, N.W., Washington, D.C. 20036 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bus Transportation, Compensatory Education, Constitutional History, \*Educational Legislation, \*Educational Opportunities, Federal Aid, \*Federal Legislation, Integration Litigation, \*Integration Methods, Political Issues, School Integration, \*Student Transportation, Supreme Court Litigation

Identifiers—Equal Educational Opportunities Act, Student Transportation Moratorium Act

On March 17, 1972, President Nixon submitted two bills to Congress designed to deal with the increasingly troublesome issue of court-ordered busing of school children for the purpose of desegregating public schools. The first of these measures is the "Student Transportation Moratorium Act of 1972," which would freeze such court-ordered busing in its present position in order to give the Congress time to consider and adopt a long-range solution to the problem. The second measure is the President's proposal for such long-range solution: the "Equal Educational Opportunities Act of 1972." Because they represent new approaches, these proposed statutes raise questions of constitutionality for which there are no firm, clear answers. Discussions must proceed by taking bearings from a few more or less analogous matters in the past and, even more importantly, from considerations of sound constitutional policy. Such analysis indicates that Congress probably has the constitutional power to enact the statutes proposed by the President. These measures, properly construed, do not attempt to overturn the relationship between the legislature and the judiciary. They deal with remedies and do so in a limited way. Because there are few direct precedents in this area, any responsible legal judgment must necessarily be qualified. (Author/JM)

ED 070 805 UD 013 127

Quinn, John M.  
School Feeding—Where Do We Go From Here? An Agenda for 1973.

Pub Date 72

Note—13p.; prepared text of remarks before the Vitamins Information Bureau

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Breakfast Programs, Disadvantaged Youth, Federal Aid, Federal Legislation, Financial Policy, Financial Problems, Food Handling Facilities, Food Standards, Health Programs, \*Hunger, \*Lunch Programs, \*Nutrition, Nutrition Instruction, Policy Formation, \*Public Policy

The Nation's 1973 child nutrition agenda has five items. (1) Of first concern must be the fulfillment of America's pledge to feed a free or reduced price lunch to every hungry child. A serious assault is required on the problem of facilities: some 18,000, or about 17 percent, of the Nation's schools lack lunchroom and kitchen

equipment. (2) The nutritional adequacy of the food provided by the lunch program must be evaluated. With local school officials far more vulnerable to the pressure of both the vending machine industry and the children, there is a tremendous likelihood that the next year will witness a boom in competitive non-nutritional foods in the school lunchroom. (3) The universal school lunch concept ought to be fully aired. Senator McGovern has proposed a pilot program to run for two years at a cost of 15 million dollars. The principal issue that needs to be resolved before we can jump head-long into a nationwide program is simply this: with pressing social needs of many kinds facing the Nation, are the benefits that might accrue from such a program worth the cost? (4) The school breakfast program should be rapidly expanded. (5) The field of nutrition education should be explored. From the medical schools of the Nation on down to our kindergartens, there is a shocking absence of nutrition education programs. (Author/JM)

ED 070 806 UD 013 140

Goldberg, Gertrude S. *And Others*  
Public-Service Employment: A Poorly Publicized Opportunity; Title IV in the 60's. IRCD Bulletin, Volume 8, Numbers 3 and 4, May-September 1972.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Services, \*Employment Programs, Federal Legislation, Human Services, Inservice Teacher Education, \*Integration Methods, Problem Solving, \*Program Evaluation, \*Public Support, School Integration, Social Change, Teacher Workshops

Identifiers—\*Elementary Secondary Education Act Title IV, Emergency Employment Act of 1971, ESEA Title IV

The first section of this issue of the Bulletin has to do with public service employment, a poorly understood social policy which must be defined before it can be evaluated as an anti-poverty strategy. The term public service employment (PSE) refers to the policy of using government funds to create jobs which serve a dual purpose: that of (1) providing paid employment for those unable to find work in the private sector of the economy, and (2) expanding vital services to people. Promising but surprisingly unnoticed legislative proposals seek to broaden, expand, or extend the Emergency Employment Act of 1971. The major criteria for evaluating PSE proposals include permanence, size, hiring preferences for the disadvantaged, community participation, and potential for upgrading. The second section is a digest of a longer report, "A Survey of Inservice Education Workshops." To understand past practices in inservice desegregation workshops, the authors examined a large body of Title IV, E.S.E.A. workshop reports. These workshop reports offer a body of knowledge about the design and effectiveness of holding small-group learning experiences to deal with the multiple and complex intellectual and human relation problems of school desegregation in an atmosphere of social change. (Authors/JM)

ED 070 807 UD 013 174

McPartland, James M. *Sprehe, J. Timothy*  
Racial and Regional Inequalities in School Resources Relative to Their Educational Outcomes.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—CSOS-R-144

Bureau No.—BR-6-1610

Pub Date Nov 72

Grant—OEG-2-7-061610-0207

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Depressed Areas (Geographic), Educational Facilities, \*Educational Opportunities, \*Educational Resources, Family Resources, Input Output Analysis, \*Multiple Regression Analysis, National Surveys, \*Racial Differences, Racial Discrimination, \*Regional Planning, Resource Allocations, Statistical Analysis



Identifiers—Coleman Report, Educational Opportunities Survey

This paper uses the data from the 1966 Educational Opportunities Survey (EOS) to investigate regional and racial inequalities in education by applying a definition of inequalities that incorporates both school inputs and educational outcomes. Inequalities in school inputs are weighted by their importance for educational outputs, in order to empirically assess the extent and source of inequalities experienced by different racial and regional groups. A particular racial or regional group is said to experience inequalities relative to another group if its educational achievement is shown to change significantly when its own school inputs are replaced by the school inputs of the other group, while retaining its own family resources. Multiple regression techniques are used to obtain estimates of predicted average achievement for a racial or regional subgroup when they are assigned the average school resources from another group. The difference between the observed mean achievement and the predicted average achievement indicates the degree and direction of the inequality. (Author/JM)

ED 070 808 UD 013 175

DeVries, David L. Edwards, Keith J.  
Student Teams and Instructional Games: Their Effects on Cross-Race and Cross-Sex Interaction.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.  
Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—CSOS-R-137  
Bureau No.—BR-6-1610  
Pub Date Sep 72  
Grant—OEG-2-7-061610-0207  
Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Caucasian Students, Classroom Integration, Coeducation, \*Helping Relationship, Integration Methods, \*Interaction Process Analysis, \*Junior High School Students, Negro Students, \*Peer Groups, Race Relations, Rewards, School Integration, Social Integration, \*Social Relations, Urban Schools

Although many public schools are nominally desegregated, the interaction among students of varying racial and ethnic backgrounds is minimal. Desegregated schools need to restructure the classroom in order to create more positive and constructive relationships among students from varying backgrounds. The present study investigated the restructuring of seventh grade mathematics classes by means of student teams and instructional games. The study examined how this restructuring affected cross-race and cross-sex selection by students of their helpmates and friends. The subjects were 115 seventh grade students at a large urban junior high school; 43 percent of the students were blacks, and 47 percent were males. A two by two randomized design was used manipulating Task and Reward. Placing students on heterogeneous four-member student teams created significantly greater cross-race and cross-sex helping and friendship. Playing the instructional game had a marginal effect on cross-race helping only; however, the game-team combination increased considerably the incidence of cross-race and cross-sex interaction over that of games alone. (Author/JM)

ED 070 809 UD 013 176

Davis, Gary A. And Others  
A Program for Training Creative Thinking: Inner City Evaluation. Report From the Task and Training Variables in Human Problem Solving and Creative Thinking Project.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.  
Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—WRDCL-TR-224  
Bureau No.—BR-5-0216  
Pub Date Apr 72  
Contract—OEC-5-10-154  
Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Changing Attitudes, Cognitive Development, \*Creative Thinking, Creativity Research, Curriculum Development, Curriculum Evaluation, \*Elementary School Students, \*Experimental Curriculum, \*Inner City, \*Junior High School Students, Problem Solving,

Programed Texts, Student Attitudes, Training Techniques

Identifiers—Torrance Tests of Creative Thinking

The effectiveness of a workbook for training creative thinking, "Thinking Creatively: A Guide to Training Imagination," was evaluated with a sample of 198 inner-city students. The materials seek to teach attitudes which predispose an individual to behave more creatively and techniques for producing new combinations of ideas. Two sixth-grade classes (one from a low- and one from a medium-ability school) and two eighth-grade classes (one low- and one medium-ability) served as experimental groups. Four similar classes comprised the control groups. Three subtests from the Torrance Tests of Creative Thinking were administered to all subjects (Ss) as pretests. After about four weeks of training (one class hour on each of about 20 days), another form of the Torrance Test was given, along with a 20-item attitude questionnaire for all Ss, plus two other instruments just for students and teachers in experimental classes. Despite the finding that both the training materials and the testing instruments were difficult for many of the Ss to read and thoroughly comprehend, most students and teachers felt that students had benefited from the creativity training experience. Two experimental classes showed modest gains in Torrance Test scores. (Author/JM)

ED 070 810 UD 013 220

Shelburne, Elizabeth C.  
Characteristics of the Low-Income Population, 1971. Current Population Reports: Consumer Income, Series P-60, Number 86.

Bureau of the Census (DOC), Suitland, Md.  
Population Div.  
Pub Date Dec 72  
Note—134p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (\$2.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Census Figures, \*Economic Disadvantage, Education, Employment Statistics, Ethnic Origins, Family Characteristics, Geographic Distribution, \*Low Income, \*National Surveys, Occupations, Population Distribution, \*Population Trends, Racial Distribution, \*Social Characteristics, Work Experience

This report presents social and economic statistics for the population of the United States below the low-income level in 1971, based on the March 1972 Current Population Survey. Included are data on selected characteristics of the population below the low-income level in 1971, such as geographic distribution, race and ethnic origin, family status, size of family, education, employment status, work experience, occupation, income (including type and source), and income deficit. Several historical tables detailing a picture of the changing composition of the population below and above the low-income level since 1959, the first year for which low-income data are available, are also presented. A description of the population below the low-income level in 1971 and some analysis of changes in the composition of this population over the past year and since 1959 are included. Families and unrelated individuals are classified as being above or below the low-income level, using the poverty index adopted by a Federal Interagency Committee in 1969. This index centers around the Department of Agriculture's Economy Food Plan and reflects the different consumption requirements of families based on family size, sex, and age of the family head, the number of children, and farm-nonfarm residence. (Author/JM)

ED 070 811 UD 013 221

Clemens, Rosemary A.  
An Examination of Policy Making in an Urban Setting. Final Report.

New York Univ., N.Y. School of Education.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Regional Research Program.  
Bureau No.—BR-2-B-021  
Pub Date Oct 72  
Grant—OEG-2-22B021

Note—235p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Administrative Policy, Board of Education Policy, \*City Government, City Officials, City Problems, Conflict Resolution, Decision Making, Educational Administration,

\*Educational Policy, Governance, \*Policy Formation, Political Issues, \*Public Policy, Urban Education

Identifiers—\*New York City

This study, a political history, analyzes three educational crises in New York City during the last 25 years. Primary attention is given to the mayorality in an attempt to ascertain the effectiveness of his power in education. This research analyzes his role by eliciting the actual operations of decision making (participants involved, exertion of power, wielding of influence, and the where and how of conducting negotiations); identifying and assessing common and unique characteristics in each crisis; and integrating the findings to increase our store of knowledge about urban educational governance. These studies of the administrations of Mayors LaGuardia, Wagner, and Lindsay demonstrate that politics and education have been closely intertwined in New York City's history. The mayor has usually played a prominent role in educational crises, for when problems arose, the citizenry, along with the crisis participants, looked to the mayor for direction and solutions. Mayors have usually been rendered powerless when trying to shatter the education-sans-politics myth openly. Education has become an integral part of urban life closely tied to the politics of the city. Educational leadership and responsibility have been lacking in the educational community. Educational governance in the future will be effective only when its officials are able to lead, account, negotiate, and compromise. (Author/JM)

## VT

ED 070 812 VT 017 450

Abstracts of Research Materials in Vocational and Technical Education (ARM), Volume 5, Number 4.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.  
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72  
Note—263p.  
Available from—Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 (Quarterly, One year-\$11.00, Two years-\$18.00)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—\*Abstracts, Clearinghouses, \*Educational Research, \*Indexes (Locators), Information Dissemination, \*Technical Education, \*Vocational Education

This quarterly publication announces the availability of documents acquired and processed by the Education Resources Information Center (ERIC) Clearinghouse on Vocational and Technical Education. It contains abstracts of research and other materials which are useful to researchers, supervisors, teacher educators, educational specialists, administrators, teachers, and others who have an interest in vocational and technical education. The abstracts are organized in ascending VT-number order, and cover such subject areas as: administration and supervision, employment and occupations, individuals with special needs, research design, development and utilization, and related research topics. Indexes provide the approach to the abstracts by (1) subject, (2) personal and institutional authors, and (3) document accession number, with a table showing ED numbers for documents available through the ERIC Document Reproduction Service. Documents which do not have an individual ED number are available in a separate microfiche set from the ERIC Document Reproduction Service (VT 017 451, RIE, February 1973). (CD)

ED 070 813 VT 017 651

Todd, John D.

Relationships Among Selected Occupational Experience Programs in Secondary Schools—A Mini-Grant Research Project Presented to the Tennessee Research Coordinating Unit: 1972-1973.

Tennessee Occupational Research and Development Coordinating Unit, Knoxville.

Spons Agency—Tennessee State Dept. of Education, Nashville. Div. of Vocational-Technical Education; Tennessee Univ., Knoxville. Coll. of Education.

Report No.—TRCU-Res-Ser-22

Pub Date Aug 72

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Academic Achievement, \*Attendance Patterns, Educational Research, High School Students, \*Job Satisfaction, \*Student Attitudes, \*Vocational Education, Work Attitudes

This study was conducted to determine whether high school vocational students who participate in different patterns of occupational experience exhibit differences in job satisfaction, school attendance, school achievement, and attitude toward preparation for work. Data were collected from school records and by administering Hoppock's Job Satisfaction Blank, an attitudinal inventory, and questionnaire to a stratified random sample of 250 students representing five vocational fields. Students who had received different occupational experiences did not differ significantly in relation to school achievement and attendance, job satisfaction, and attitude toward preparation for work. Differences did exist with attitudinal statements that dealt primarily with relevancy of courses toward preparing for employment and occupational choices. Students who resided in large metropolitan areas had a more unfavorable attitude toward preparation for work than those who lived in smaller communities, and students enrolled in their first year of vocational education did not have as favorable an attitude toward preparation for work as those who had been enrolled for two, three, or four years. (Author/SB)

ED 070 814

VT 017 705

Project ADAPT (Report Number 2): Review and Assessment of Post-Oriented Careers of Project Participants. Aerospace Employment Project. Final Report.

Massachusetts Inst. of Tech., Cambridge. Dept. of Urban Studies and Planning.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.; Manpower Administration (DOL), Washington, D.C.

Report No.—DSR-USP-73443

Pub Date May 72

Note—245p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—\*Aerospace Industry, Developmental Programs, \*Federal Programs, Goal Orientation, Manpower Utilization, Participant Characteristics, \*Professional Personnel, Program Evaluation, Review (Reexamination), \*Unemployed, Vocational Adjustment, \*Vocational Retraining

Identifiers—\*Project ADAPT

The careers of 185 previously unemployed aerospace and defense industry professionals are documented, following completion in August 1971 of a 1-month orientation to urban affairs entitled Project ADAPT (Aerospace and Defense Adaptation to Public Technology). Funded by the Labor Department and by the Housing and Urban Development Project to provide vocational retraining for careers in state and local government, both the orientation and subsequent evaluation are part of the Joint Aerospace Employment Project (AEP) of the National League of Cities/U.S. Conference of Mayors (NLC/USCM). Persons who completed the ADAPT orientation were about five times as likely to enter public service, chiefly in local government agencies, than were comparable non-participants in the program. Although the participants' civic and urban involvements increased due to this program, participant characteristics did not significantly affect either their rate of job placement or their job performance. The best predictor of successful skills adaptations was the readiness of the hiring agency to accommodate innovative management techniques. These tentative evaluations of project outcomes showed that 70 percent of the participants were professionally employed 8 months later, and almost 61 percent of those employed were in public service. Extensive resource materials were appended. (AG)

ED 070 815

VT 017 743

Occupational Programs in California Public Community Colleges—1971-72.

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date 72

Note—140p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Admission Criteria, Associate Degrees, \*Community Colleges, \*Directories, \*Educational Opportunities, \*Educational Programs, Junior Colleges, Post Secondary Education, Program Costs, \*Vocational Education

Identifiers—\*California

Prepared for students and counselors, this directory contains information on over 3,200 different occupational programs offered by 92 public community colleges in California. Section I contains general information about the community colleges, including: (1) purposes, (2) admission requirements, (3) tuition for residents and nonresidents, (4) other costs, (5) special student services, (6) length of programs, and (7) application procedures. Section II contains charts listing the programs offered by each college in these subject matter areas: (1) agriculture, (2) business and office, (3) communications, (4) criminal justice, (5) electrical-electronics, (6) engineering technology, (7) environmental and natural resources, (8) health services, (9) home economics and food services, (10) mid-management and supervision, (11) science and laboratory occupations, (12) service occupations, and (13) trades and industries. Section III contains a data sheet on each college and lists all the occupational programs offered by the college, including the type of program. Other data includes the address, school district, colleges located in the district, county, student size, availability of transportation and campus housing, and length of sessions. (SB)

ED 070 816

VT 017 803

Microfiche Collection of Clearinghouse Documents Reported in Abstracts of Research Materials in Vocational and Technical Education (ARM), Volume 6, Number 1.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—9,038p.

EDRS Price MF-\$20.90 HC Not Available from EDRS.

Descriptors—Clearinghouses, Documentation, \*Educational Research, \*Indexes (Locators), Information Dissemination, Information Retrieval, Information Storage, \*Microfiche, Resource Materials, \*Technical Education, \*Vocational Education

Documents announced with VT numbers only in the Volume 6 Number 1 issue (VT 017 802) of "Abstracts of Research and Related Materials in Vocational and Technical Education" (ARM) are included in this microfiche set. Microfiche availability for these documents is shown on the ARM resume as MF AVAILABLE IN VT-ERIC SET. The microfiche set is arranged in the following sequence: (1) a Vocational Technical (VT) number index to documents in the microfiche collection, (2) the subject and author indexes from ARM, and (3) the full text of documents listed in the VT number index. The texts are filmed continuously in VT number sequence. (CD)

ED 070 817

VT 017 823

Crawford, Charles O.

Effects of Participation in a Health Careers Orientation Program and Family Support for a Health Career Choice on Health Career Interests of Young People.

Pennsylvania Health Council, Inc., Harrisburg; Pennsylvania State Dept. of Health, Harrisburg.

Spons Agency—Association of American Medical Colleges, Washington, D. C.; Office of Economic Opportunity, Washington, D.C.

Pub Date Jan 71

Note—76p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Choice, Disadvantaged Youth, \*Family Influence, \*Health Occupations, Health Occupations Education, Manpower Development, Occupational Guidance, Parent Student Relationship, \*Participant Characteristics, Program Descriptions, \*Program Effectiveness, Statistical Data, Vocational Development, Vocational Education, \*Vocational Interests

The effects of two factors which may influence the interests of young people in a health career are examined—family support and participation in a careers orientation program. An experimental group of 27 Grade 8 students was matched with a

control group of 27 students according to parental education, color, and sex. The experimental group attended a 15-week program in a hospital setting to observe the task performances of health personnel. Field interviews were held for parents and older siblings. Data analysis was presented in tables, revealing that those who had strong family support were more than twice as likely to show interest in an allied health career as those without such encouragement. The same ratio applied for program participants, whose family support was much greater than for non-participants. Students in a coal mining community and in a Puerto Rican community were also included. Limitations to this study include lack of information about student selection, lack of knowledge about relationships among variables, and the necessity for further longitudinal studies. (AG)

ED 070 818

VT 017 907

Training Nurses' Aides to Become Licensed Practical Nurses in Isolated Rural Hospitals. Final Report (May 1, 1971-April 30, 1972).

Arkansas State Dept. of Education, Little Rock. Div. of Vocational Education.

Pub Date Sep 72

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Vocational Education, \*Career Ladders, \*Educational Programs, Hospitals, Job Training, Manpower Development, Manpower Needs, Manpower Utilization, \*Nurses Aides, Occupational Mobility, \*Pilot Projects, \*Practical Nurses, Rural Areas, Statistical Data, Vocational Development

This 1-year pilot project in training nurses' aides to become eligible for licensing as practical nurses in isolated rural hospitals was designed to upgrade their skills, expand their theoretical knowledge, and aid in occupational mobility upon successful completion of the program and the State's examination. Conducted in a typical rural hospital with a shortage of nurses, 12 aides averaging 3.4 years employment with this hospital were selected; training was conducted on a part-time basis; and eight students graduated. Statistical data on individual graduates, who are now working as licensed practical nurses, are provided. In order to evaluate student attitudes and morale, three students with the highest, lowest, and median grades were interviewed. The curriculum was evaluated and recommendations for program improvement were included. The program objectives, together with methods of accomplishment, are included. (AG)

ED 070 819

VT 017 913

Metrication in the States.

Council of State Governments, Lexington, Ky.

Pub Date 15 Dec 70

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Feasibility Studies, Investigations, Measurement, \*Measurement Instruments, Measurement Techniques, \*Metric System, \*State Surveys

Identifiers—\*Metrication

Prompted by the widespread use of the metric system by most major industrial countries of the world, the United States Congress in 1969 initiated the passage of a bill authorizing the research and investigation of metrication to determine the worldwide impact of its use on this country so as to decide which route it should take. Data were obtained from personal interviews with public officials in Kentucky and California, chosen for their representativeness of location, size, and council staff proximity. An analysis of the findings revealed that: (1) the pressure within States to change due to worldwide metrication is limited; (2) there exists no extensive use of the system at present except in laboratories, pharmaceuticals, testing, and some journal reports; (3) contact with foreign countries and their metrically engineered products is small; and (4) more study and planning of the system is needed. States generally do not favor conversion; therefore, any initiation of change to the system will probably come only from pressure exerted from the Federal level. Highway, transportation, and other similar agencies who perform engineering functions will perhaps have the hardest adjustments to make. (SN)

## ED 070 820

VT 017 916

Miller, Aaron J.  
A Role for Technical Education in a Career Education Context.

Pub Date 72

Note—10p.; Presentation at the American Vocational Association Convention (Chicago, Illinois, December 2, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Articulation (Program), \*Career Education, Career Planning, Curriculum Development, Goal Orientation, \*Integrated Curriculum, \*Models, Occupational Guidance, Operations Research, Relevance (Education), \*Technical Education, Vocational Development, \*Vocational Education

Mounting concern over the seemingly high drop-out rate among the nation's teenagers, coupled with the inability of many high school students to select satisfying careers upon graduation, have prompted a restructuring of the curriculum around the developmental needs of students. A comprehensive educational program having seven basic operational characteristics, career education begins with the entry of the child into a formal school program and continues into the adult years. Job-related information is integrated into the existing curriculum on all grade levels. The lack of a clear-cut definition of career education other than the operationally adopted one has motivated the initiation of an implementation model for use with the program. To be developed by the Center for Vocational and Technical Education at Ohio State University in conjunction with six school districts, the model when completed will consist of components, systems, and packages field-tested in the cooperating school districts. Implications for technical education within a career education context are: (1) The student entering a post-secondary technical program will be a better prepared, more goal-oriented student; (2) Career choices will have been made from better data and will be based on personal needs, aspirations, and abilities; and (3) Because entering students are better prepared, there should be fewer dropouts, transfers, and failures. (Author/SN)

## ED 070 821

VT 017 928

Simonds, Robert L.

A Planning Statement: Vocational Education Opportunities for Alaskans.

Alaska State Dept. of Education, Juneau. Div. of Vocational Education.

Pub Date Jun 71

Note—74p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Articulation (Program), Community Involvement, Educational Needs, Educational Philosophy, \*Employment Opportunities, Human Resources, Manpower Development, Program Descriptions, \*Program Planning, State Programs, \*State School District Relationship, \*Statewide Planning, Teacher Education, Vocational Development, \*Vocational Education

Identifiers—\*Alaskans

Highlighting vocational education philosophies and needs in individual school districts in Alaska, this position report of the current status of state vocational education programs was developed by the staff of Alaska's Division of Vocational and Adult Education in order to inform the State Board and the Alaskan Legislature of programmatic needs. The six sections of this "state of the art" report cover: (1) a philosophy and definition of vocational education in Alaska, (2) Alaska's unique vocational education imperative, (3) vocational education at each level of the school system, (4) community involvement in those programs affecting the community, (5) establishment of career development centers, and (6) a vocational teacher training design. Recommendations and conclusions of the 2-year study are presented. Various tables and charts present data concerning employment opportunities, programs in operation, and specific programs needed for each school district. (AG)

## ED 070 822

VT 017 935

High, Sidney C., Jr. Hall, Linda

Bibliography on Career Education. Working Paper.

Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Nov 72

Note—74p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Bibliographies, \*Career Education, \*Government Publications, \*Information Sources, Periodicals, \*Reference Materials, Vocational Development

Identifiers—Educational Resources Information Center, ERIC

This bibliography on career education is divided into four sections: (1) selected references on career education, listing key documents focusing on the concept of career education; (2) journal articles, listing various articles from periodicals dealing with the career education concept and some of its components; (3) background references related to career education; and (4) continuing sources of information, giving several information sources which will generate a continual flow of career education in the future. Special instructions for ordering documents from the ERIC collection are included. This bibliography will prove useful to those interested in familiarizing themselves with the career education concept and with new techniques for implementing career education programs. (AG)

## ED 070 823

VT 018 014

Military-Civilian Job Comparability Manual. A Guide for Employers, Vocational Counselors and Others Concerned with Employment of Veterans.

Department of Defense, Washington, D.C. Assistant Secretary of Defense (Manpower and Reserve Affairs).

Note—287p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Adult Vocational Education, Armed Forces, Comparative Analysis, \*Employment Opportunities, Government (Administrative Body), Indexes (Locators), Manpower Utilization, \*Manuals, \*Military Training, Occupational Guidance, \*Occupational Information, \*Veterans, Veterans Education, Vocational Adjustment, Vocational Development

Identifiers—Career Awareness, Economic Awareness

This manual was developed by the Office of the Assistant Secretary of Defense as a guide for vocational counselors, employers, and others concerned with the employment of veterans. Military jobs in the Army, Navy, Marine Corps, and Air Force are listed and tabbed separately for each service. Highly related and substantially related civilian jobs are presented together with the military job descriptions in a 3-column format. Included with each job listing are: (1) the number of weeks required for entry level job training, and (2) occupational codes, with the specialty ratings. A separate section lists civilian job categories alphabetically, giving related military specialties for each category. Tabbed indexes are included separately for each service. Instructions for use of the manual are detailed, noting that combat related jobs are not separately listed. Jobs for each military service except the Navy are grouped in these eight categories: (1) electronic equipment repairmen, (2) communications and intelligence specialists, (3) medical and dental specialists, (4) other technical and allied specialists, (5) administrative specialists and clerks, (6) electrical and mechanical equipment repairmen, (7) craftsmen, and (8) service and supply handlers. (AG)

## ED 070 824

VT 018 015

Project CAREER/Career Development Process for the Handicapped. Interim Report (July 1, 1972–November 15, 1972).

Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 30 Oct 72

Note—112p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Behavioral Objectives, \*Career Education, \*Developmental Programs, Goal Orientation, \*Handicapped Students, Inservice Courses, Integrated Curriculum, \*Interdisciplinary Approach, Program Descriptions, Program Evaluation, Resource Materials, School Industry Relationship, State Programs, \*Vocational Development

Identifiers—\*Project CAREER

This interim report covers the first phase of Project CAREER, which is a federally funded exemplary project in vocational education focusing on the career development process for the handicapped. An interdisciplinary career education team for each of three local education agencies

(LEA's) was established, composed of a special education teacher, a vocational teacher, and an academic teacher. Coordinated by an occupational resource specialist in each LEA, the team's orientation was accomplished at a 1-week summer conference and 4-week workshops in each LEA. Preliminary planning was done for developing a career education resource center and integrated career education curriculums for handicapped students. Behavioral objectives and performance objectives are being developed and examined, a pilot demonstration unit will be presented in October 1972, and community support is being enlisted. Short courses for in-service training and pre-service college courses have been developed. A program evaluation by a third party evaluator, conclusions, recommendations, and a wide range of resource materials are provided. (Illustrations deleted due to marginal legibility.) (AG)

## ED 070 825

VT 018 019

New York State Annual Report for Occupational Education (July 1, 1971–June 30, 1972).

New York State Education Dept., Albany. Office of Occupational Education.

Pub Date 72

Note—108p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adult Education, \*Annual Reports, Developmental Programs, Elementary Grades, Goal Orientation, Post Secondary Education, \*Program Descriptions, Secondary Grades, \*State Programs, \*Statewide Planning, Statistical Data, Visual Aids, Vocational Development, \*Vocational Education

Identifiers—\*New York State

This New York State annual report for the fiscal year 1972 describes the State's attainment of the objectives of its 1972 state plan for administering vocational education programs. A statistical overview of the current status of occupational education in New York State precedes the descriptions of program developments and accomplishments. Data were compiled from statistical reports, annual reports from the directors of area vocational centers, colleges and urban centers, and from state records of those units responsible for vocational education programs. The five major sections of this report are: (1) elementary and early secondary, (2) secondary, (3) post secondary, (4) adult, and (5) multilevel. Each section, except for the multilevel section, is further subdivided into three population groups served at each instructional level: (1) general, (2) disadvantaged, and (3) handicapped. Highlights of exceptional or model programs and two charts giving the geographical distribution of federal funds are presented. Various tables and graphs present the data. (AG)

## ED 070 826

VT 018 020

Rogers, David J. Silverstein, Charles

Coaching in a Manpower Project. Based on the Experiences of the JOBS NOW Project (September 1966–January 1970).

YMCA of Metropolitan Chicago, Ill.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date [70]

Note—127p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Black Community, \*Demonstration Projects, \*Disadvantaged Youth, Employment Problems, Federal Programs, Industrial Relations, \*Manpower Development, Manpower Utilization, Middle Class Values, \*Occupational Guidance, Participant Characteristics, Personnel Selection, Statistical Data, Teamwork, Vocational Development, Youth Employment

Identifiers—\*JOBS NOW, Manpower Development and Training Act

This description of "coaching" in a 4-year federally funded special manpower demonstration project, JOBS NOW, is intended especially for program administrators, industrial personnel, and guidance counselors. The project was designed to train and employ previously unemployable, disadvantaged, young black adults, provide manpower systems to pre-selected companies, and coordinate special support programs among business, industry, and social service agencies. The six topical sections deal with: (1) a conceptual background of coaching, (2) selection of coaches, (3) training and upgrading of coaches, (4) coach supervision, (5) the coach-client rela-



tionship, and (6) in-the-company coaching hints. Subtopics are briefly summarized, noting the importance of the coaches' empathy with the clients, job development and supervision for coaches, ways to prevent or solve employment problems, and other related aspects of human and industrial relations. Major program recommendations and conclusions are presented. A 3-year statistical comparison of the project participants' enrollment and employment levels is appended. (AG)

ED 070 827 VT 018 021

Arkansas Vocational Education Leadership Development Extern Program. Final Report (February 15, 1971-June 30, 1972).

Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.; Arkansas Univ., Fayetteville. Dept. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 72

Note—46p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Area Vocational Schools, Cooperative Programs, \*Educational Development, Educational Innovation, Educational Objectives, Field Experience Programs, \*Internship Programs, \*Leadership Training, Personnel Needs, Professional Personnel, \*Program Descriptions, Sequential Programs, State Programs, Summer Workshops, Vocational Development, \*Vocational Education

Identifiers—\*Arkansas

The Arkansas Vocational Education Leadership Development Extern Program was designed to prepare vocational education coordinators, directors, and other supervisory personnel for positions as leaders of vocational education within the state, specifically for the secondary grades in local school districts. An innovative, sequentially structured program involved 14 persons in: (1) a week of visitation in an area vocational school, (2) a 3-week summer workshop on a college campus, (3) a planned program of directed field experience in the extern's school, and (4) 12 weekend seminars during the 1971 academic year, held throughout Arkansas. Each extern earned 9 semester hours of credit for completion of the program. As a result of the program's success, each participant has moved into a leadership position. Funded by Public Law 90 476 and organized by a cooperative effort among local education agencies, the State Department of Education, and the University of Arkansas, the program appears to offer unlimited potential in meeting leadership development needs for vocational education. Program objectives, achievements, and implications are detailed. Extensive resource materials are appended. (AG)

ED 070 828 VT 018 022

Stamm, Colleen P., Ed.

Industrial Arts in a Changing Society.

American Industrial Arts Association, Washington, D.C.

Pub Date 72

Note—573p.; Proceedings of the American Industrial Arts Association's Annual Convention (34th, Dallas, Texas, 1972)

Available from—American Industrial Arts Association, 1201 16th St., N.W., Washington, D.C. 20036

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Adult Vocational Education, Career Education, \*Conference Reports, Educational Needs, Elementary Grades, Indexes (Locaters), \*Industrial Arts, Industrial Arts Teachers, \*Industrial Education, Interdisciplinary Approach, \*School Industry Relationship, Secondary Grades, \*Social Change, Speeches, Teacher Education, Vocational Development

Identifiers—\*American Industrial Arts Association

Representative addresses and proceedings of the American Industrial Arts Association's 34th annual convention at Dallas in 1972 are divided into general session speeches and selected addresses from the major group and special interest sessions. The following groups are represented: (1) American Council for Elementary School Industrial Arts, (2) American Council of Industrial Arts Supervisors, (3) American Council of Industrial Arts State Association Officers, (4) American Council of Industrial Arts Teacher Educa-

tors, (5) American Industrial Arts Student Association, and (6) Industrial Arts College Clubs. Topical groupings of the presentations are: (1) accountability, (2) aerospace, (3) career education, (4) communications, (5) curriculum, (6) ecology, (7) educational psychology, (8) electronics, (9) grading, (10) handicapped students, (11) humanism, (12) instructional technology, (13) interdisciplinary studies, (14) international relations, (15) leisure activities, (16) materials, (17) Man/Society/Technology Forum, (18) needs of industry, (19) power, (20) professional publications, (21) study of industry, (22) supervision, (23) teacher education, (24) unions, and (25) business of the association. A chronological index and a comprehensive index are appended. (AG)

ED 070 829 VT 018 024

Huntton, Robert D. And Others

International Standards. U.S. Metric Study Report.

National Bureau of Standards (DOC), Washington, D.C.

Report No.—NBS-SP-345-1

Pub Date Dec 70

Note—146p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Catalog No. C13.10:345-1, \$1.25)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Evaluation Needs, Foreign Relations, \*Government Publications, \*Government Role, Industrial Relations, International Law, International Programs, \*Metric System, \*National Surveys, Resource Materials, \*Standards

In this first interim report on the feasibility of a United States changeover to a metric system stems from the U.S. Metric Study, a series of conclusions and recommendations, based upon a national survey of the role of SI (System's International) units in international trade and other areas of foreign relations, includes the following suggestions: (1) The extent to which the United States should participate in international standardization of measurement units must soon be decided, (2) Other important factors must be considered in addition to the international standards issue before judging the advantages of metrication, (3) Product certification standards for exports will probably be necessary, (4) The import-export pattern of measurement-sensitive goods should be studied, and (5) The Department of Commerce should initiate economic policy changes in accordance with the development of plans for metrication. A wide range of resource materials is appended, including a list of selected questionnaires being utilized in the U.S. Metric Study. Related documents are available as VT 018 023-018 028, and VT 018 036-018 037 in this issue, and VT 017 558 and VT 017 564 in March 1973 RIE. (AG)

ED 070 830 VT 018 025

Department of Defense. U.S. Metric Study Interim Report.

National Bureau of Standards (DOC), Washington, D.C.

Report No.—NBS-SP-345-9

Pub Date Jun 71

Note—115p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Catalog No. C13.10:345-9, \$1.25)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Economic Change, \*Estimated Costs, Measurement, \*Metric System, Military Organizations, Standards, Surveys

Identifiers—\*Department of Defense

This is the ninth in a series of interim reports to the Congress concerning the impact of the increasing worldwide use of the metric system and to determine the advantages and disadvantages of its adoption in the United States. This report contains the Department of Defense estimates of its costs in a coordinated national changeover to the metric system. The Department indicated that during the transition period there could be major disadvantages to support of the military forces. Adherence to a national conversion schedule by industry and by the Department of Defense was stressed. Related documents are available as VT 018 023-018 028 and VT 018 036-018 037 in this issue, and VT 017 558 and VT 017 564 in March 1973 RIE. (MF)

ED 070 831 VT 018 026

The Manufacturing Industry. U.S. Metric Study Interim Report.

National Bureau of Standards (DOC), Washington, D.C.

Report No.—NBS-SP-345-4

Pub Date Jul 71

Note—166p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Catalog No. C13.10:345-4, \$1.25)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Economic Change, \*Estimated Costs, \*Manufacturing Industry, \*Measurement, \*Metric System, \*National Surveys, Questionnaires, Standards

This fourth interim report in a series prepared for the Congress concerns the impact of increasing worldwide use of the metric system on the manufacturing industries of the United States. It presents the results of a study based on responses to a questionnaire survey from more than 2,000 manufacturing companies. Detailed findings include current and anticipated use of the metric system and manufacturers' views on metrication. An intensive study of estimated metrication costs was made by a smaller sample of selected companies. Related materials are available as VT 018 023-018 028 and VT 018 036-018 037 in this issue, and VT 017 558 and VT 017 564 in March 1973 RIE. (MF)

ED 070 832 VT 018 027

Hatos, Stephen L.

Commercial Weights and Measures. U.S. Metric Study Interim Report.

National Bureau of Standards (DOC), Washington, D.C.

Report No.—NBS-SP-345-3

Pub Date Jul 71

Note—108p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Catalog No. C13.10:345-3, \$1.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Business, \*Government Publications, Government Role, \*Measurement, \*Metric System, \*National Surveys, Resource Materials, Social Change

Identifiers—\*Commercial Weights and Measures

This interim report is the third in a series prepared pursuant to the U.S. Metric Study Act. The effects metrication would have on commercial weights and measures activities, are explored. Specifically, the report deals with: (1) the cost of adapting or changing commercial weighing and measuring devices to record or indicate in metric units, and (2) the effects of metrication on state and local weights and measures jurisdictions. Various resource materials are appended. Related documents are available as VT 018 023-018 028 and VT 018 036-018 037 in this issue, and VT 017 558 and VT 017 564 in March 1973 RIE. (Editor/AG)

ED 070 833 VT 018 028

Gordon, Gerald F.

International Trade. U.S. Metric Study Interim Report.

National Bureau of Standards (DOC), Washington, D.C.

Report No.—NBS-SP-345-8

Pub Date Jul 71

Note—182p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Catalog No. C13.10:345-8, \$1.50)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Economics, \*Foreign Relations, \*Government Publications, Government Role, \*Industrial Relations, Industrial Technology, \*Metric System, \*National Surveys, Social Change, Tables (Data), Technological Advancement

Identifiers—\*International Trade

In order to evaluate the potential effects of U.S. conversion to SI (Systems International) units on U.S. foreign trade, 188 export product classes and 155 import product classes were selected from 1,166 Standard Industrial Classification (SIC) product classes and questionnaires were mailed to a total of 510 firms, utilizing separate forms for exporters and importers. Drawn from a computerized national index of industries, the number of forms selected for each product class was based on the total trade volume of the product class, which generally fell within one of these four groupings: (1) nonelectrical machinery, (2) electrical equipment and supplies, (3) transportation equipment, and (4) instruments and related products. American technolog-

ical superiority appeared to be our chief advantage in international trade. Conversion to SI units would favorably influence U.S. exports rather than imports into the United States. A detailed summary of findings precedes extensive descriptions of the possible effects of metrication on U.S. international trade, specifically focusing upon seven selected American industries. Numerous tables present the data. Related documents are available as VT 018 023-018 028 and VT 018 036-018 037 in this issue, and VT 017 558 and VT 017 564 in March 1973 RIE. (AG)

**ED 070 834** VT 018 029  
**Registered Apprenticeship Training in New York State. A Joint Report.**

New York State Dept. of Labor, Albany; New York State Education Dept., Albany.  
Pub Date May 72  
Note—81p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Administrative Agencies, Agency Role, \*Apprenticeships, Educational Programs, Historical Reviews, Job Training, Labor Laws, Labor Legislation, Skill Development, \*Skilled Occupations, State Agencies, \*Trade and Industrial Education, \*Vocational Education, Work Experience  
Identifiers—New York

For occupations demanding a great deal of skill, such as trades and crafts, apprenticeship has long been used as a training mechanism. A system requiring supervision under a master craftsman and some classroom theory, depending upon the level of job difficulty, an apprenticeship can involve training time from 2 to 7 years. Realizing the need for such training, Federal and State laws have been initiated to increase the development and insure the proper operation of such programs. Presented in this report are legislative laws regulating registration, promotion, maintenance and service, completion requirements, veteran eligibility, and a list of those trades classified as apprenticeable by the State of New York. Appendixes listing program data on existing apprentice training and instruction are included to facilitate further comprehension. (SN)

**ED 070 835** VT 018 030  
**A Model of a Preparation for Employment Program for the Northern Prairie Region.**

Saskatchewan NewStart, Inc., Prince Albert.  
Spons Agency—Canadian Dept. of Regional Economic Expansion, Ottawa (Ontario); Saskatchewan Dept. of Education, Regina.  
Pub Date Mar 71

Note—229p.  
Available from—Saskatchewan NewStart Inc., First Ave and River St. East, Prince Albert, Saskatchewan, Canada

**Document Not Available from EDRS.**

Descriptors—Community Education, Economic Education, Educational Development, \*Educational Programs, \*Employment Programs, \*Federal Programs, Job Training, \*Models, Program Development, Special Programs, Training, \*Vocational Development

Identifiers—NewStart, PEP, \*Preparation for Employment Program

To help native Canadians derive the maximum benefits from economic developments of incoming industries and enable them to cope effectively with emerging problems characteristic of an industrializing society, the Preparation for Employment Program (PEP) was developed. In the preparation phase at this time and soon to enter the Infrastructure Developmental Phase, PEP will be put into operation in the Meadow Lake area, where a pulp mill and township will be constructed. Planned by various agencies and industries, and concerned with long-term job training, the developmental effort will utilize six approaches: job development, adult training, concerned services development, community development, educational development training, and economic development. Presented in this report is the model to be used in the implementation of the training program. Only the first two components are complete in this report. When finished, the program may be varied to fit similar situations. Detailed appendixes supplement the text. (SN)

**ED 070 836** VT 018 031  
*Smith, Russell L. And Others*  
**Job/Behavioral Analysis Manual.**  
Mentec Corp., Los Angeles, Calif.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date Apr 72

Note—21p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Behavioral Counseling, \*Behavior Change, \*Disadvantaged Groups, Human Engineering, \*Job Analysis, \*Social Reinforcement, \*Supervisory Training, Work Attitudes  
Identifiers—\*Operation Pathfinder

This manual is one of four designed to help supervisors in training hard-core disadvantaged employees. It provides guidelines for preliminary procedures before implementation of a supervisor training program and is intended for the use of those charged with training supervisors. Related documents are available as VT 018 032-018 035 in this issue. (MF)

**ED 070 837** VT 018 032  
*Arkin, Ronald And Others*

**How to Train Supervisors in Behavior Modification.**

Mentec Corp., Los Angeles, Calif.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date Apr 72

Note—38p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Behavior Change, \*Communication Problems, Disadvantaged Groups, \*Social Reinforcement, \*Supervisory Training, \*Training Techniques

Identifiers—\*Operation Pathfinder

This is a guide for training supervisors in the theory and application of behavior modification using material that has been implemented successfully for many years in companies throughout the country. Procedures for organizing and conducting training sessions in a supervisor training program are presented. The manual, one of four prepared to aid supervisors in training disadvantaged employee groups, is designed for use by individuals with some background in teaching or training. Related documents are available as VT 018 031-018 035 in this issue. (MF)

**ED 070 838** VT 018 033  
*Arkin, Ronald And Others*

**Supervisory Workbook on Behavior Modification.**

Mentec Corp., Los Angeles, Calif.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date Apr 72

Note—33p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Behavior Change, \*Communication Problems, Disadvantaged Groups, Instructional Aids, \*Social Reinforcement, \*Supervisory Training, Workbooks

Identifiers—\*Operation Pathfinder

This workbook is designed to be used with the trainer's manual in supervisory training sessions on behavior modification of employees. This is one of four manuals prepared to aid supervisors in training disadvantaged groups using social reinforcement techniques. Related documents are available as VT 018 031-VT 018 035 in this issue. (MF)

**ED 070 839** VT 018 034  
*Arkin, Ronald And Others*

**How to Maintain a Social Reinforcement Program.**

Mentec Corp., Los Angeles, Calif.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date Apr 72

Note—20p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Behavior Change, Disadvantaged Groups, Feedback, \*Personnel Evaluation, \*Social Reinforcement, \*Supervisory Training

Identifiers—\*Operation Pathfinder

This manual presents methodology for maintaining a social reinforcement system after supervisors in industrial environments have been trained in behavior modification theory and application. The maintenance manual discusses monitoring, evaluation, and integration of a company's employee performance system with the social reinforcement system applied by the supervisors. This is one of four manuals designed to aid supervisors in the training of disadvantaged employee

groups. Related documents are available as VT 018 031-018 035 in this issue. (MF)

**ED 070 840** VT 018 035  
**Operation Pathfinder: Shaping Work Behavior of Ex-Offenders and Other Disadvantaged People Using Social Reinforcement Techniques. Final Report (September 1969-April 1972).**

Mentec Corp., Los Angeles, Calif.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date Apr 72

Note—98p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Adjustment (to Environment), Behavioral Counseling, \*Behavior Change, \*Delinquents, Demonstration Projects, \*Disadvantaged Groups, Industrial Training, Job Development, \*Manpower Development, Motivation, \*Social Reinforcement, Supervisory Training, Work Attitudes, Work Environment

Identifiers—\*Operation Pathfinder

Operation Pathfinder was a special manpower project designed to retrain behaviors of the disadvantaged and to establish positive motivations to work for a living through application of social reinforcement methodology. The project demonstrated that a positive reinforcing environment and properly structured work situation will provide a means of behavior modification for parolees and other disadvantaged persons. Program tasks included job development, training supervisors and counselors, counseling the hard-core trainees, and evaluating the effects of the reinforcement experimentation on the work behavior of the subjects. It was found that the application of social reinforcement to juvenile parolees and adult disadvantaged resulted in greater employment stability, better productivity, and less recidivism. As the key to job performance is supervision, the primary focus of the project was on the supervisor. Four manuals designed to aid supervisors in training disadvantaged employee groups were developed under this project, and are available as VT 018 031-018 034 in this issue. (MF)

**ED 070 841** VT 018 036  
*Cornog, June R. Buntin, Elaine D.*

**Nonmanufacturing Businesses. U.S. Metric Study Interim Report.**

National Bureau of Standards (DOC), Washington, D.C.

Report No.—NBS-SP-345-5

Pub Date Jul 71

Note—193p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Catalog No. C13.10:345-5, \$1.50)

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Business, \*Government Publications, Government Role, Industrial Relations, Industrial Technology, \*Metric System, \*National Surveys, Retraining, Social Change, Tables (Data), Technological Advancement  
Identifiers—\*Nonmanufacturing Businesses

In this fifth interim report on the feasibility of a United States changeover to a metric system stems from the U.S. Metric Study, a primary stratified sample of 2,828 nonmanufacturing firms was randomly selected from 28,184 businesses taken from Social Security files, a secondary sample of 2,258 firms was randomly selected for replacement purposes, and 40 railroads were also sampled by means of interviews. Of the 2,563 useable interviews, equal numbers of firms were chosen according to these factors: (1) small, medium, or large size, and (2) industrial classifications for nonmanufacturing businesses, including agribusiness, mining, human services, construction, human and producer services, finance, transportation, communication, and related areas. A national program for metrication was seen as the only major impetus for conversion of individual businesses to SI (Systems International) units. The retraining of labor was seen as the chief obstacle to conversion. Background information for the study, a general discussion of survey findings, and a summary of conclusions from the study are included. Numerous tables present the data. Related documents are available as VT 018 023-018 028, and VT 018 036-018 037 in this issue, and VT 017 558 and VT 017 564 in March 1973 RIE. (AG)

ED 070 842 VT 018 037

**The Consumer. U.S. Metric Study Interim Report.** National Bureau of Standards (DOC), Washington, D.C.

Report No.—NBS-SP-345-7

Pub Date Jul 71

Note—147p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Catalog No. C13.10:345-7, \$1.25)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Consumer Economics, Consumer Science, Glossaries, \*Government Publications, Government Role, \*Majority Attitudes, \*Metric System, \*National Surveys, Social Change, Social Problems, Tables (Data)

This interim report, as the seventh in a series was prepared by the National Bureau of Standards to provide a better basis for Congressional evaluation of the feasibility of a United States changeover to a metric system. Information is presented on American consumers' knowledge of the metric system and on their attitudes and opinions regarding metrication in the United States. The effects of increasing worldwide metric usage on selected areas of consumer concern are discussed. This study is based on: (1) an extensive survey conducted by the Survey Research Center for the University of Michigan, and (2) papers on specific areas of consumer interest. The survey data permitted an analysis of the receptivity of consumers to metrication, and of the need and possible effectiveness of a program to educate citizens should planned metrication be undertaken. Various tables present the data. Related documents are available as VT 018 023-018 028, and VT 018 036-018 037 in this issue, and VT 017 558 and VT 017 564 in March 1973 RIE. (Editor/AG)

ED 070 843 VT 018 038

**Aerospace Employment Project: Finding New Careers in Local Government for Unemployed Engineers and Scientists. Final Report.**

National League of Cities, Washington, D.C.; United States Conference of Mayors, Washington, D.C.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.; Manpower Administration (DOL), Washington, D.C.

Pub Date Aug 72

Note—207p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Aerospace Technology, \*Career Change, \*Employment Programs, Engineers, \*Job Development, \*Job Placement, Local Government, Managerial Occupations, \*Manpower Utilization, Orientation, Pilot Projects, Professional Personnel, Scientists, Unemployed, Vocational Adjustment

"If we can put a man on the moon, why can't we solve the problems of our cities?" The demand for urban services and the manpower needs of local governments were increasing dramatically. Skilled professional personnel were unemployed. The Aerospace Employment Project was set up as a special pilot project to test whether unemployed professional aerospace personnel could be effectively utilized to help solve the urban problems. The premise was that aerospace scientists and engineers, unemployed due to defense budget cutbacks, had background in the managerial skills needed in local government. Orientation to local government problems and jobs, career transition difficulties, and reactions of the local governments are detailed in the report. The project's primary conclusion is that former aerospace professionals can bring needed skills to local governments that are receptive to the opportunity, but a catalyst such as the Aerospace Employment Project is necessary to bring the parties together for their mutual benefit. (MF)

ED 070 844 VT 018 058

Herman, Thomas C.

**A Curriculum Designed for a Career Exploration Program in the Distributive Occupations for the Tenth Grade Secondary Student. Final Report.**

Spons Agency—Connecticut Vocational Education Research Coordinating Unit, Hartford.

Pub Date 30 Jun 72

Note—33p.

EDRS Price MF-\$0.65 HC-\$2.29

Descriptors—\*Career Education, \*Curriculum Design, \*Curriculum Development, \*Distribu-

tive Education, Educational Needs, Educational Objectives, Goal Orientation, Grade 10, Individualized Curriculum, \*Marketing, Pilot Projects, Vocational Development, Vocational Education

Identifiers—Career Awareness, \*Career Exploration

This description of the curriculum development and design for an introductory two-semester Grade 10 curriculum for marketing and distributive occupations includes program objectives, a course outline, and a program rationale. Occupational orientation in the first semester precedes individualized exploration of careers in distributive occupations during the second semester. This curriculum is intended to provide for earlier and greater career awareness by students in distributive vocational education and to develop job entry skills. Preliminary project procedures include: (1) surveys of the business community and high school student body to identify job competencies and vocational needs, (2) a comparative analysis of this information, (3) collection of pertinent data from the Connecticut Department of Labor, and (4) the gathering of information concerning student job preferences for occupational guidance purposes. This state and locally funded goal-oriented curriculum design is recommended for adoption as a pilot project in 1973 at Wolcott High School in Connecticut, with successful implementation leading to state-wide adoption by local school systems. (AG)

ED 070 845 VT 018 092

Mardell, E. A.

**Curriculum Guide: Life Skills Course for Corrections.**

Saskatchewan NewStart, Inc., Prince Albert.

Pub Date Feb 72

Note—60p.

Available from—Saskatchewan NewStart Inc., First Ave and River St. East, Prince Albert, Saskatchewan, Canada

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Adult Education, Behavior Development, \*Correctional Education, Course Content, Course Objectives, \*Curriculum Guides, \*Prisoners, Problem Solving, \*Rehabilitation Programs, Skill Development, Therapeutic Environment

Identifiers—NewStart

This curriculum guide outlines modifications to the life skills lessons contained in the Life Skills Coaching Manual prepared by Saskatchewan NewStart. The course changes are based on adult education experience at a penitentiary, a literature search, and interviews with inmates and staff at a correctional institution. As with the correctional therapeutic community concept, a method of social rehabilitation in which inmates practice attitudes and behaviors to develop constructive relationships, the ultimate objective of the life skills course for corrections is the successful integration of the inmate into society. Included in the document are lesson sequence and content, the curriculum guide, and a bibliography. Related documents are available as ED 050 346 and, in this issue, VT 018 091 and 018 093. (MF)

ED 070 846 VT 018 093

**Life Skills Coaching Manual.**

Saskatchewan NewStart, Inc., Prince Albert.

Spons Agency—Canadian Dept. of Regional Economic Expansion, Ottawa (Ontario); Saskatchewan Dept. of Education, Regina.

Pub Date 72

Note—580p.

Available from—Saskatchewan NewStart Inc., First Ave and River Street East, Prince Albert, Saskatchewan, Canada

Document Not Available from EDRS.

Descriptors—\*Adult Education, Adult Educators, Behavioral Objectives, Community Education, Course Content, Family Life Education, Group Dynamics, Instructional Materials, \*Lesson Plans, \*Manuals, Personal Growth, \*Problem Solving, Self Actualization, \*Skill Development, Social Life

Identifiers—Saskatchewan NewStart

Saskatchewan NewStart is engaged in developing new methods of adult training and counseling. The life skills course involves developing appropriate problem-solving behaviors in the management of personal affairs. The first 29 pages of this manual contain information and procedures for the teacher in setting up a life

skills course in applied problem solving, using course materials, audiovisual and reference aids, and group formations. The bulk of the document, pages 30 through 580, consists of lesson outlines for sets of experiences planned to help students meet specified behavioral objectives. The lessons emphasize the practice of problem-solving skills using a formalized system with a wide range of behaviors in content areas ranging from group encounters to self, family, social, leisure, community, and job situations. The 5-stage lesson model for each situation includes stimulus, evocation, objective inquiry/skill practice, skill application, and evaluation. (MF)

ED 070 847 VT 018 110

**Fifty Ninth Annual Report: United States Department of Labor. Fiscal Year 1971.**

Department of Labor, Washington, D.C.

Pub Date [71]

Note—82p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (St# 2900-0144; \$ .40)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Agency Role, \*Annual Reports, Federal Aid, Federal Government, \*Federal Programs, Governmental Structure, Government Employees, \*Government Publications, \*Government Role, \*Labor Force, Manpower Development, Program Descriptions, Program Development, Program Improvement, Tables (Data), Vocational Development

This fifty-ninth annual report of the United States Department of Labor for the fiscal year 1971 contains a 6-page report by the Secretary of Labor, 11 separate Federal Department reports, and a variety of appended tables covering such areas as enrollments and funding for various government programs. Detailing the initiation or improvement of a wide range of activities carried out by the Department of Labor, the report includes the following department headings: (1) Manpower Administration, (2) Labor-Management Services Administration, (3) Employment Standards Administration, (4) Occupational Safety and Health Administration, (5) Policy, Evaluation, and Research, (6) Bureau of Labor Statistics, (7) Office of the Solicitor, (8) Office of the Assistant Secretary for Administration, (9) International Labor, (10) Employees' Compensation Appeals Board, and (11) Information Activities. (AG)

ED 070 848 VT 018 246

Wilkinson, George Bird

**A Description of Procedures and Instruments for Describing Selected Characteristics of a Quality Program of Industrial Arts Education in a Large Metropolitan School District.**

Pub Date 72

Note—209p.; Ed.D. Dissertation, Temple University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (72-27,215; MF \$4.00; Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Check Lists, Doctoral Theses, \*Educational Facilities, \*Evaluation Criteria, Industrial Arts, \*Industrial Education, \*Instructional Programs, Interviews, Junior High Schools, Metropolitan Areas, Program Descriptions, \*Teacher Characteristics

Identifiers—\*Philadelphia

This study was concerned with developing a procedure to describe a junior high school industrial arts program in a large metropolitan school district, in terms of teachers, instruction program, and facilities, and then applying the procedure to assessment of the program in the Philadelphia public schools. The study was limited to the industrial arts program in grades seven, eight, and nine, because almost 24,000 of the 28,000 industrial arts students in Philadelphia were in the junior high schools. A list of program characteristics and descriptive criteria was compiled, information and interview forms prepared and applied, and the collected data analyzed. Results indicated that the procedures developed in the study were sufficiently reliable to be used in similar situations. It was concluded that improvements were needed in all areas studied in the preparation and professional development of teachers, in the organization and content of the industrial arts instruction program, and in the equipment and facilities used. Recommendations, bibliography, and materials used and evolved in the study are appended. (MF)



ED 070 849

VT 018 247

Lanham, Elizabeth

Job Evaluation in Municipalities. Studies in Personnel and Management No. 23.

Texas Univ., Austin. Bureau of Business Research.

Pub Date 71

Note—95p.

Available from—Bureau of Business Research, Graduate School of Business, University of Texas at Austin, Austin, Texas

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, Administrative Problems, Administrator Role, \*Evaluation, \*Evaluation Methods, \*Jobs, \*Municipalities, Personnel Directors, Personnel Management, \*Personnel Policy, Program Descriptions, Program Development, Statistical Data

Identifiers—\*Job Evaluation

As the first in a series, this reexamination of a 1954 personnel study focuses on trends in job evaluation procedures since the early 1950s, specifically dealing with municipalities. The six topical units discussed in this monograph are: (1) a history of job evaluation in municipalities, (2) methods used in securing the cooperation of supervisors and employees, (3) assignment of responsibility for the job evaluation installation, (4) procedures in installing the programs, (5) measures taken to insure acceptance of the programs, and (6) procedures followed in maintaining and controlling the plans, including the use of electronic processing of wage and salary records and reports. A 6-page questionnaire accompanied by a cover letter was sent to the personnel directors of 76 municipalities, of whom 51 had formal job evaluation plans, an increase of 82 percent since the 1954 survey. Personnel administration by directors and their staffs has become more prevalent, although basic procedures remain essentially the same as in 1954. Of the respondents, 86 percent find their plans satisfactory. A wide range of tables and graphs present the data. (AG)

ED 070 850

VT 018 248

Federal Funds for Day Care Programs.

Women's Bureau (DOL), Washington, D.C.

Pub Date 72

Note—98p.; Pam-14 (Rev)

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (S. No.-2916-0010, \$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Day Care Programs, Educational Finance, Federal Aid, \*Federal Programs, \*Government Publications, Incentive Grants, \*Pamphlets, \*Program Descriptions

This pamphlet outlines programs to date of Federal agencies that provide funds for day care projects. Developed by the Women's Bureau of the U.S. Department of Labor, these programs are federally funded by seven agencies: (1) Department of Agriculture, (2) Department of Health, Education, and Welfare, (3) Department of Housing and Urban Development, (4) Department of Labor, (5) Appalachian Regional Commission, (6) Office of Economic Opportunity, and (7) Small Business Administration. Each program description includes its funding authorization, a discussion of institutions eligible for the program and the methods of apportioning Federal funds, and an address from which further information may be obtained. (AG)

ED 070 851

VT 018 249

The Development of Vocational Orientation Packets for Use by Teachers in the Elementary Schools. (May 1, 1971-June 30, 1972). Final Report.

Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.

Report No—C712-PL-90-576

Pub Date Aug 72

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Curriculum

Development,

\*Developmental Programs, Elementary Grades, Integrated Curriculum, Social Studies, \*State Programs, \*Teacher Developed Materials, Vocational Development, \*Vocational Education

Identifiers—Arkansas, Career Awareness, \*Vocational Orientation Packets

The major objective of this project was the preparation of instructional packets for vocational orientation at the elementary level. A

developmental workshop and related seminars on this theme involved five teachers, two counselors, and a principal, all for the elementary grade levels, in addition to various state agencies and educational personnel in a year-long exemplary project. About 56 occupational modules were developed, and 38 were tested in the participants' schools and other pilot Arkansas schools. The materials were reproduced in booklet form after necessary changes, revisions, and evaluation. Occupational information was secured by interviewing students, parents, and local employees and used in preparing these integrated career awareness packets for a social studies curriculum. Audiovisual aids, bibliographies, and resource materials were gathered and reviewed prior to statewide dissemination of the packets for use by elementary teachers during the 1972 school year. A teaching guide resulting from this project will be used in local pilot programs in vocational education for small Arkansas schools at that time. (AG)

ED 070 852

VT 018 250

Gilpatrick, Eleanor

Suggestions for Job and Curriculum Ladders in Health Center Ambulatory Care: A Pilot Test of the Health Services Mobility Study Methodology.

City Coll. Research Foundation, New York, N.Y.

Spons Agency—Health Services and Mental Health Administration (DHEW), Bethesda, Md.; Manpower Administration (DOL), Washington, D.C.; Office of Economic Opportunity, Washington, D.C.

Pub Date 72

Note—401p.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—\*Career Ladders, \*Curriculum Design, \*Federal Programs, Health Education, Health Programs, \*Health Services, Job Development, Manpower Development, Occupational Mobility, \*Pilot Projects, Research Methodology, Resource Materials, Tables (Data), Task Analysis, Vocational Development

This report contains the results of a pilot test which represents the first complete field test of methodological work begun in October 1967 under a Federal grant for the purpose of job analysis in the health services. This 4-year Health Services Mobility Study permitted basic research, field testing, practical application, and policy involvement to be applied to 12 job titles in ambulatory patient care in a community health center. Persons interested in upward mobility, relieving manpower shortages, health manpower development, health education, or delivery of health services will find useful these extensive suggestions for career ladders with curriculum content necessary for sequential job development. Task descriptions are presented, in addition to job ladders, task sequences, and curriculum designs. Numerous tables, charts, and other resource materials present the data. (AG)

ED 070 853

VT 018 251

Cooperative Vocational Education Programs.

Office of Education (DHEW), Washington, D.C. Div. of Vocational and Technical Education.

Pub Date Jul 72

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Cooperative Education, \*Cooperative Programs, \*Educational Legislation, Financial Support, Program Content, Resource Guides, School Industry Relationship, State Federal Aid, State Programs, \*Vocational Education, \*Work Study Programs

Identifiers—Vocational Education Amendments of 1968

Cooperative education, said to be a "sleeping giant" in vocational education, received special authorization in Public Law 90 576 and was made a priority in vocational education. This publication summarizes information to assist the states in planning development of cooperative vocational education: definitions, funding sources, program content, and applicable legislation including regulations for State vocational education programs. It is intended to be used in conjunction with "A Guide for Cooperative Vocational Education" prepared by the University of Minnesota under contract with the Office of Education and available as ED 037 564. (MF)

ED 070 854

VT 018 253

Schubert, Jane G. Rosenfeld, Michael

Selected Functional Components of a Vocational Education Counseling System for Urban Youth.

American Institutes for Research in the Behavioral Sciences, Pittsburgh, Pa.

Spons Agency—Pittsburgh School District, Pa.

Report No—AIR-32400-9/72-FR

Pub Date Sep 72

Note—127p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—City Wide Programs, \*Demonstration Projects, \*Job Placement, Job Training, Occupational Guidance, \*Program Evaluation, Resource Materials, Secondary Grades, Systems Approach, Tables (Data), \*Urban Youth, \*Vocational Counseling, Vocational Education

The purpose of this annual report is to evaluate a demonstration project in vocational counseling for urban youth which is composed of four major elements: (1) a career orientation program for preadolescents, (2) a cooperative work experience program for students enrolled in vocational skill development at the secondary level, (3) a job placement program for high school graduates, and (4) a counseling and training program to serve high school students who are not enrolled in vocational programs. Encompassing activities under the Occupational Vocational and Technical Education Training Division of the Pittsburgh Public Schools, these four functional components were selected from a comprehensive occupational guidance program for the elementary and secondary grades. This program review presents a project summary with recommendations, together with detailed descriptions of the three phases of the career orientation programs and the other program components. Although the programs function efficiently, the reasons why 5.2 percent of the 1971 graduates were not placed should be studied in order to remedy the situation. Various tables present the data, and extensive resource materials are appended. (AG)

ED 070 855

VT 018 269

Intensive Vocational Services in Guidance, Counseling, Placement, and Follow-Up. Final Report.

Preston County Board of Education, Kingwood, W. Va.

Spons Agency—West Virginia State Board of Education, Charleston. Div. of Vocational-Technical Education.

Pub Date Oct 72

Note—114p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Area Vocational Schools, \*County Programs, \*Developmental Programs, \*Disadvantaged Youth, Grade 9, Grade 10, High School Students, Inservice Programs, Instructional Innovation, Job Placement, Occupational Guidance, \*Program Descriptions, Program Evaluation, Student Testing, Vocational Counseling, Vocational Development, \*Vocational Education, Vocational Followup

Identifiers—\*Appalachia, Career Awareness

This federally funded exemplary project in vocational education for an Appalachian county in West Virginia focused on developmental career planning for disadvantaged students in nine county high schools. Specifically concentrating on an integrated vocational curriculum for Grades 9 and 10, teacher-developed units were designed to orient Grade 9 students to the area vocational school and to the world of work. Students were given aptitude tests, and teaching techniques such as field trips, human resources, and audiovisual aids were employed. Post-testing after the 10-week orientation revealed student vocational interests, and the program evaluation indicated a need for an expanded vocational curriculum for Grade 10. Seven hours of inservice credit were given to the teachers, guidance counselors, consultants, and coordinators involved in curriculum development. A committee for program review and an advisory council acting as consultants for industry discussed the units. A 1-day personnel orientation meeting was held, during which a county-wide uniform grading system was developed. A sample curriculum unit and other resource materials are included. (AG)

ED 070 856

VT 018 270

Crosier, Heidi J.

Research and Curriculum Development for an Exploratory Work Experience Program—10th Grade. Final Report and Appendices.

Spons Agency—Connecticut Vocational Education Research Coordinating Unit, Hartford.

Pub Date 30 Jun 72

Note—124p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—\*Career Education, Career Planning, Cooperative Education, \*Curriculum Development, Educational Needs, \*Educational Research, Field Trips, Grade 9, Human Resources, \*Pilot Projects, School Community Programs, Self Concept, Vocational Development, Vocational Education, Vocational Interests, \*Work Experience Programs

Identifiers—\*Career Exploration

In order to implement a cooperative career exploration program for Grade 9, a group of 50 Grade 9 students was interviewed concerning their self awareness with respect to vocational interests and planning. A lack of vocational knowledge indicated a need for career education programs. A 1-month pre-pilot program for six Grade 9 students was successful. A cooperative career exploration pilot program will be implemented in the fall of 1972 for 20 Grade 9 students which will include weekly field observations of business leaders who will serve as occupational models. Group discussions relating to these experiences will be held concurrently in class on a 3 day per week basis. The program curriculum is appended separately. Although originally proposed for 10th graders, the program was designed for the 9th grade student, who must choose his high school curriculum. (AG)

ED 070 857 VT 018 327

**The Impact of Urban WIN Programs. Final Report.**

Pacific Training and Technical Assistance Corp., Berkeley, Calif.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-51-09-70-1

Pub Date 5 May 72

Note—100p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-210-469, MF \$ .65; See catalog for hardcopy price)

Document Not Available from EDRS.

Descriptors—\*Economically Disadvantaged, Manpower Development, Manpower Utilization, Motivation, Placement, \*Program Effectiveness, Program Evaluation, \*Projects, Unskilled Workers, \*Urban Areas, Vocational Counseling, Vocational Development, Vocational Education, Vocational Interests

Identifiers—WIN, \*Work Incentive Programs

The focus of the report is on the record and potential of urban Work Incentive (WIN) Programs for improving the status of disadvantaged workers. The single most important observation is that WIN Program efforts have no significant impact on the number or quality of jobs attained by the disadvantaged. These indices of program output are almost entirely dependent on labor market parameters over which WIN has no control. Nevertheless, WIN efforts are instrumental in raising educational levels and vocational skills, outputs which yield immediate satisfaction to program participants and which also enhance job prospects when labor markets improve. The study is based on 2-year observations in 32 urban areas and includes recommendations for program design. (Author)

ED 070 858 VT 018 328

**Knoch, Elmo A., Jr. Ward, Allan L.**

**Training Blind Persons to Work as Taxpayer Service Representatives for Internal Revenue Service. Final Report of a Demonstration Project (March 1967-May 1971).**

Arkansas Enterprises for the Blind, Inc., Little Rock.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.

Report No.—SRS-14-55217/6

Pub Date May 71

Note—99p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-210-696, MF \$ .95; See catalog for hardcopy price)

Document Not Available from EDRS.

Descriptors—Adult Vocational Education, \*Blind, \*Demonstration Projects, \*Federal Programs, Job Development, Job Placement, \*Job Training, Microfiche, Program Effectiveness, Resource Materials, Tables (Data), Vocational Development

Identifiers—\*Arkansas Enterprises for the Blind, Internal Revenue Service

The report describes a 4-year demonstration project conducted by the Arkansas Enterprises for the Blind to determine the feasibility of training blind persons to work as taxpayer service representatives for the Internal Revenue Service. During the period (1967-1971), 10 training classes were completed. Trainees were placed in job positions in 32 states. At least 90 percent of them raised their income or status over their former position as a result of the training. (Author)

ED 070 859 VT 018 329

**Harano, Richard M. Peck, Raymond C.**

**The Effectiveness of a Uniform Traffic School Curriculum for Negligent Drivers. Highway Research Final Report.**

California State Dept. of Motor Vehicles, Sacramento; San Jose State Coll., Calif.

Spons Agency—Federal Highway Administration (Dept. of Transportation), Washington, D.C.

Pub Date Jun 71

Note—47p.

Available from—National Technical Information Service, Springfield, Va 22151 (PB-208-440; MF \$ .95; See catalog for hardcopy price)

Document Not Available from EDRS.

Descriptors—Attitudes, \*Curriculum Evaluation, Curriculum Research, \*Driver Education, Formative Evaluation, \*Program Effectiveness, Surveys, \*Traffic Safety, Use Studies

The report covers an evaluation of the Uniform Driver Improvement School (UDIS) curriculum. Included in the sample were licensed California English-speaking traffic violators from the Richmond, Stockton, San Diego, and Los Angeles areas. Overall, the results directionally favored the UDIS over the control on both post accidents and convictions, although the results were not conclusive due to several significant treatment interactions. Further, results differed between male and female. Little difference was found between UDIS and the regular school. Analysis of the questionnaire item dealing with traffic school evaluation gave indication that UDIS subjects were more positively oriented toward traffic school than were control subjects. (Author/SN)

ED 070 860 VT 018 330

**Barocci, Thomas A.**

**The Drop-Out and the Wisconsin Apprenticeship Program: A Descriptive and Econometric Analysis.**

Pub Date 72

Note—333p.; Ph.D. Dissertation, Wisconsin University

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-210-935, MF \$ .95; See catalog for hardcopy price)

Document Not Available from EDRS.

Descriptors—Adult Vocational Education, \*Apprenticeships, Data Analysis, Doctoral Theses, \*Dropout Characteristics, Economic Factors, \*Federal Programs, Job Training, Manpower Utilization, Mathematical Models, Program Descriptions, \*Program Effectiveness, Success Factors, Tables (Data), Vocational Development

Identifiers—Econometric Analysis, \*Wisconsin

The report is based on the results of a mail questionnaire sent to a sample of the total population of persons involved in the registered apprenticeship program in Wisconsin during the years 1965-1970. The returned questionnaires consisted of approximately the same number of dropouts and completers; these two groups were compared throughout the report. The report contains: (1) a review of the literature on apprenticeship with special emphasis on the system in Wisconsin and the dropout, (2) an extensive methodology section which shows the development of the model employed to predict success in apprenticeship programs, (3) a descriptive analysis of the personal, occupational, pre-apprenticeship, post-apprenticeship income and attitudes of the former apprentices, and (4) models predicting success and post-apprenticeship income. (Author)

ED 070 861 VT 018 331

**SNAP/SMART II. Final Report.**

Educational Computer Corp., Radnor, Pa.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.; Manpower Administration (DOL), Washington, D.C.

Report No.—DLMA-82-32-70-06-1

Pub Date 30 Apr 72

Note—71p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-210-864, MR \$ .95; See catalog for hardcopy price)

Document Not Available from EDRS.

Descriptors—\*Adult Basic Education, Adult Vocational Education, Computer Oriented Programs, Disadvantaged Groups, \*Federal Programs, Instructional Innovation, \*Job Training, Manpower Development, Manpower Utilization, Microfiche, \*Program Descriptions, Remedial Reading Programs, Resource Materials, \*Simulation, Skill Development, Vocational Development

Identifiers—SMART 2 Computer Program, SNAP Trainees with low reading achievement (0 to 4th grade levels) were recruited, tested, and selected for training in four areas: auto mechanics, appliance repair service, heating services, and electronics, especially radio and television repair. The project employed a work simulation device, the SMART simulator, to help overcome the traditional training program reliance on printed textbook matter while concurrently teaching remedial reading and mathematics to upgrade basic skills. (Author)

ED 070 862 VT 018 352

**Health Manpower: An Annotated Bibliography.**

American Hospital Association, Chicago, Ill.

Pub Date May 72

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—\*Annotated Bibliographies, Career Planning, Careers, \*Directories, Health Education, \*Health Occupations, Health Personnel, \*Minority Groups, \*Recruitment

Identifiers—\*Health Manpower

Divided into two major parts, Health Manpower and Minority Group Employment, this annotated bibliography was prepared to assist individuals concerned with developing health occupations programs, those contemplating health careers projects and/or related activities, and those involved in minority group recruitment activities in the health field. References in Part I appear under these headings: (1) career counseling, (2) career programs, (3) education and training, (4) health manpower, (5) medical corpsmen, (6) nurse education and recruitment, (7) physician's assistants, and (8) miscellaneous. Part II entries are listed under: (1) manpower policies and unemployment, (2) education and minority groups, (3) recruitment and employment, (4) training and upgrading, (5) case histories, and (6) miscellaneous. Publishers' names and addresses are included. (SN)

ED 070 863 VT 018 353

**Vocational Student Organizations. 7th Report.**

National Advisory Council on Vocational Education, Washington, D.C.

Pub Date 15 Nov 72

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Advisory Committees, Career Education, Educational Change, \*Educational Needs, Government Publications, \*Government Role, Manpower Needs, Program Development, Public Support, Relevance (Education), \*School Industry Relationship, \*Student Organizations, Vocational Development, \*Vocational Education, Youth Clubs

Recommendations for increasing the visibility and support of vocational student organizations are presented in this seventh report of the National Advisory Council on Vocational Education. This Council, created by the Vocational Education Amendments of 1968, is composed of 21 persons with backgrounds in labor, management, and education, who advise the Commissioner of Education about the status of vocational education programs. Industrial involvement, relevance to educational needs, and the furthering of career education and vocational development are cited as reasons for developing the potential of a previously neglected national resource—vocational student organizations. (AG)

ED 070 864 VT 018 354

**People Power for Health Services.**

Spons Agency—Arizona State Dept. of Vocational Education, Phoenix; Arizona Univ., Tucson. Coll. of Education.

Pub Date 72

Note—107p.; Proceedings of a conference (Carefree, Arizona, June 1-2, 1972)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Career Ladders, \*Conference Reports, \*Cooperative Planning, Health Facilities, \*Health Occupations Education, \*Health Personnel, \*Health Services, Manpower Development, Medical Services, Paramedical Occupations, Public Education, Systems Approach  
Identifiers—\*Arizona

This document contains the speeches presented at the Arizona health occupations conference held at Carefree in June 1972. Principal emphasis was on the need for cooperative planning for health occupations education, particularly in view of the trend to move preparatory programs administratively from health service institutions to the public education system. The speeches discuss various aspects of health manpower preparation needs and the cooperative roles of educational institutions, health professions associations, licensing boards, and health services facilities. The appendixes contain group session issues and recommendations, conference evaluation with comments from participants, and the conference invitation list. (MF)

**ED 070 865** VT 018 396

**Vocational Needs Assessment. Final Report.**

Educational Research Associates, New Haven, Conn.; Windsor High School, Conn.

Spons Agency—Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.  
Pub Date Jun 72

Note—94p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Career Planning, Coordinators, Curriculum Development, Grade 10, Parent School Relationship, Questionnaires, \*Student Attitudes, Surveys, \*Teacher Attitudes, Vocational Counseling, \*Vocational Education, \*Vocational Interests

In order to design appropriate vocational education programs, a survey of vocational interests and attitudes of the students in Grade 10, with a random sampling of teachers and of Grade 12 students, was conducted by Educational Research Associates for Windsor (Connecticut) High School. It was found that the students generally lacked vocational information and were not certain about college or career plans. Although a large majority of the students indicated a need for help in career planning, little support was given to any of the vocational services proposed. Vocational education teachers indicated very positive support of vocational curriculum, while non-vocational teachers were less unanimous. Both teachers and students felt that parents should be better informed about the values of vocational education. As a result of the survey, it was recommended that a coordinator position be established to initiate and implement vocational education services, that the curriculum be modified as necessary for those students not planning to go to college, and that planning for career awareness and vocational education services involves both teachers and students, with improved communication between parents and school. Appendixes contain the questionnaires used and tabulated responses. (MF)

**ED 070 866** VT 018 409

Wall, James E.

**Validation of Curriculum in Vocational-Technical Education.**

Pub Date Oct 72

Note—39p.; Presentation at the Institute for Curriculum Personnel Development (Ft. Collins, Colorado, October 26, 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Charts, \*Criterion Referenced Tests, \*Curriculum Development, Formative Evaluation, \*Instructional Design, \*Instructional Systems, Models, Summative Evaluation, Systems Development, Test Reliability, \*Validity, Vocational Education

Validation in curriculum development is the "check-and-balance" dimension of any instructional system, in the broadest sense almost synonymous with evaluation and accountability. This paper relates validation to individual, formative, and summative evaluation. Validation measures to be applied to instructional systems are outlined according to a 12-point model reported by F. Coit Butler. Curriculum development is concerned with criterion-referenced tests (CRT) and the CRT is central to all validation efforts. The paper discusses validity of the curriculum generally and of the CRT specifically with reference to reliability and other factors. The appendix consists of instructional systems development charts from various sources. (MF)

**ED 070 867**

Wall, James E.

**Adapting Curriculums to Local Needs.**

Pub Date [Oct 72]

Note—41p.; Presentation at a Training Institute for Curriculum Personnel Development (Ft. Collins, Colorado)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Administrator Role, Change Agents, \*Curriculum Development, \*Curriculum Problems, Educational Strategies, Instructional Design, \*Instructional Innovation, \*Instructional Materials, \*Resource Materials, Systems Approach, Teacher Role, Teaching Guides, Validity, Vocational Education

This paper discusses factors pertaining to the adaptation of vocational-technical curriculums to local school systems. A major problem is that many available curriculum materials and programs have no evidence of their validation for learning effectiveness by field-testing and feedback. Such evidence is needed by local school personnel before sound judgments can be made to adapt curriculums. Problems of curriculum adaptation usually center around the lack of resources and materials required to develop a new curriculum component. Strategies to implement change, with relationships among personnel involved, are examined and topics that should be included in the instructor's manual are presented. A listing of curriculum materials sources in several categories is appended. (MF)

**ED 070 868**

Wall, James E.

**Technology and Social Change: Some Implications for Vocational Education.**

Pub Date Dec 72

Note—17p.; Presented as the presidential address to members of the American Vocational Education Research Association meeting at the annual American Vocational Association Convention (66th, Chicago, Ill., December 1-6, 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Adjustment Problems, Career Education, Continuous Learning, Educational Needs, Failure Factors, Individual Needs, Institutional Role, Research Needs, \*Social Change, \*Social Problems, Social Values, Speeches, \*Technological Advancement, \*Technology, Vocational Development, \*Vocational Education

In order to derive social benefits from technology, its impact must be studied. Technology is a double-edged sword, promoting human and societal values and disrupting social institutions by increasing the rates of change and growth in areas such as population and life-styles. Vocational education offers a means to begin bridging the ever-widening gap between the individual needs for lifelong continuous learning and vocational adjustment and the demands of an increasingly complex technological society. The failures of educational institutions must be studied in order to produce an informed citizenry who are capable of adapting to and directing change. Local educational programs must be developed so that individual identity and human values can be preserved, in the face of tremendous personal adjustment and socialization pressures. (AG)

**ED 070 869**

Chase, Shirley A. And Others

**Validation of Teacher Education Curricula.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Pub Date Dec 72

Note—10p.; Presentation at American Vocational Association Annual Convention (Chicago, Ill., December, 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—College Teachers, Curriculum Development, Curriculum Research, Inservice Teacher Education, \*Performance Based Teacher Education, \*Research Projects, Teacher Education, \*Teacher Education Curriculum, Teacher Improvement, \*Validity, Vocational Education, Vocational Education Teachers

Presented at the American Vocational Association Annual Convention, this paper summarizes developmental efforts being conducted at the Center for Vocational and Technical Education to establish quality modules which can be used successfully by educators in their teacher education classes as well as by in-service vocational

VT 018 410

education instructors. A project endeavor involving broad-scope research efforts, these performance-based curriculum modules are being designed in cooperation with selected educational agencies in Missouri and Oregon. Project constraints under which the modules are being prepared include money and personnel resources, time limits in production, and the environment in which the modules are developed and tested. Validity considerations include: (1) establishing content validity by identification and development of performance and general objectives; (2) assessing face validity by identifying problems of use as the modules are developed and field-tested; and (3) assessing construct validity by testing the generalizability of the modules. (SN)

**ED 070 870**

VT 018 413

Clark, Frances E. Hamilton, James B.

**Cooperative Development of Vocational Teacher Education Modules.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Pub Date Dec 72

Note—10p.; Presentation at American Vocational Association Annual Convention (Chicago, Ill., December, 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Curriculum Development, Curriculum Evaluation, \*Performance Based Teacher Education, Performance Specifications, \*Research Projects, \*Teacher Education Curriculum, \*Teaching Models, \*Vocational Education Teachers

The developmental effort described in this paper concerns the components of individualized performance-based instructional packages (modules) designed to develop professional competencies needed for vocational teachers. The research project was conducted by two state universities in cooperation with The Center for Vocational and Technical Education, The Ohio State University. Module components detailed in the paper include performance objectives, resource materials, and learning experiences. Procedures employed in the development of a module are given. A related document is available in this issue as VT 018 414. (MF)

**ED 070 871**

VT 018 414

Andreyka, Robert E. Shirley, Del

**Foundations for Vocational Teacher Education Curricula.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Pub Date Dec 72

Note—7p.; Presentation at American Vocational Association Annual Convention (Chicago, Ill., December, 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Curriculum Development, \*Instructor Coordinators, \*Performance Based Teacher Education, Performance Specifications, \*Research Projects, \*Teacher Education Curriculum, Teaching Models, \*Vocational Education Teachers

This paper reviews the background research for and discusses the developmental foundations of the performance-based teacher education project at The Center for Vocational and Technical Education at The Ohio State University. Phase I of the project was concerned with performance requirements for vocational education teachers, and Phase II was concerned with performance requirements for teacher-coordinators of cooperative programs in vocational education. Data from these two phases were merged to form a foundation for evolving performance-oriented objectives to be used as guides in the development of teacher education curriculums. Modules based on these studies will be written for preservice and inservice teacher education and curriculums therefrom will be developed by two teacher education institutions, with the effort coordinated by The Center. A related document is available in this issue as VT 018 413. (MF)

**ED 070 872**

VT 018 418

Hallberg, Edmond C., Ed.

**Guidance for Urban Disadvantaged Youth.**

American Personnel and Guidance Association, Washington, D.C.

Report No.—APGA-Reprint-Ser-3

Pub Date 71

Note—243p.

Available from—American Personnel and Guidance Assn., 1607 New Hampshire Ave., Washington, D.C. 20009



**Document Not Available from EDRS.**

Descriptors—Behavioral Counseling, Changing Attitudes, \*Counseling Programs, \*Cultural Differences, \*Disadvantaged Youth, Economically Disadvantaged, Educationally Disadvantaged, Equal Education, \*Guidance Programs, \*Minority Groups, Occupational Guidance, Socially Disadvantaged, Testing Problems, Urban Youth, Vocational Counseling

Only within the past decade have the special problems of socially, economically, and culturally different urban youth received some of the special attention that is needed. The wide range of guidance and counseling efforts directed toward problems of urban youth are covered in this volume of reprints from American Personnel and Guidance Association journals. They present a broad spectrum of the problems and some possible solutions. Educators' failures to accept cultural differences have placed additional burdens on the urban disadvantaged youth. Research and observations during the 1960's revealed that many disadvantaged youth are not deviant but different. And so are their opportunities. The materials reprinted here consist principally of writings by guidance specialists in the areas of learning and educational opportunity, counseling, testing, and vocational guidance. (MF)

**ED 070 873**

VT 018 421

Nafziger, Dean H. Helms, Samuel T.

**Cluster Analyses of the SVIB, MVII, and Kuder OIS As Tests of an Occupational Classification.**

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—JHU-CSOS-138

Pub Date Sep 72

Grant—OEG-2-7-061610-0207

Note—52p.

Available from—Johns Hopkins Univ., Center for the Social Organization of Schools, Baltimore, Maryland

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Career Education, \*Classification, \*Cluster Analysis, Cluster Grouping, Correlation, Interest Tests, \*Occupational Clusters, Occupational Guidance, \*Occupational Tests, Vocational Development, \*Vocational Interests

Identifiers—\*Holland Occupational Classification, Kuder Occupational Interest Survey, Kuder OIS, Minnesota Vocational Interest Inventory, MVII, Strong Vocational Interest Blank, SVIB  
This report was prepared by the Careers and Curricula Program, which is a career development and guidance program sponsored by The Center for Social Organization of Schools. As one of five Center programs which develop scientific knowledge of the schools' effects upon students and utilize this information to improve educational practices, this report from the Careers and Curricula Program examines the correspondence of various vocational interest inventories with the Holland Occupational Classification. Specifically, Holland's categories are compared with occupational groupings that result from the empirical application of McQuitty's Iterative, Intercolumnar Correlational Analysis to the occupational scales of the Strong Vocational Interest Blank (SVIB), the Minnesota Vocational Interest Inventory (MVII), and the Kuder DD Occupational Interest Survey (OIS) Core Scales for Men and for Women. Results indicate that internally consistent occupational clusters do exist, and these usually agree with Holland's classification. The hierarchical structure of the clusters follows Holland's hexagonal ordering of categories, additionally attesting to the validity of Holland's theoretical construct. (Author/AG)

**ED 070 874**

VT 018 430

Carter, T. Michael And Others

**Black-White Differences in the Development of Educational and Occupational Aspiration Levels.**

Spons Agency—Department of Agriculture, Washington, D.C.; Louisiana State Univ., Baton Rouge. Agricultural Experiment Station; National Science Foundation, Washington, D.C.

Pub Date Aug 72

Note—38p.; Presentation at the Annual Meeting of the American Sociological Association (New Orleans, Louisiana, August 1972)

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Academic Aspiration, \*Black Community, \*Caucasians, Group Status, Mathematical Models, \*Occupational Aspiration, Parent

Influence, \*Race Influences, \*Racial Differences, Vocational Development

The purpose of this paper is to evaluate the causes of the apparent failure of black parents to pass their status advantages along to their children. The black-white differences in status transmission found by Duncan are discussed, explaining his findings by means of the Wisconsin model of status attainment. To explain the lesser dependence of the son's status on the father's status for blacks, it was hypothesized that this difference generally resided in the indirect effects of "significant others." A proportionate stratified random cluster sample of 1,166 white males and 287 black males who were Louisiana high school seniors utilized two dependent variables, those of educational and occupational aspirations, and three exogenous variables, those of the father's education, mother's education, and father's occupation. Intervening variables relating to educational encouragement, grades, and college plans were analyzed as "significant others" influences. Racial differences are inadequately explained by the Wisconsin model, because the hypothesis was not substantially verified by statistical analysis. Black aspiration levels appear unrealistically high when compared with those of whites, suggesting that black youths place less emphasis on the mechanisms of social constraints than do white youths. The Wisconsin model does not take this aspect into account. (AG)

**ED 070 875**

VT 018 432

Vander Kamp, Abigail A.

**Career Education Provided by Business and Industry in the Milwaukee Area. Final Report.**

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date 30 Jun 72

Note—40p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—Adult Vocational Education, Business Responsibility, \*Career Education, Community Surveys, \*Educational Needs, Industrial Education, \*Industrial Training, \*Models, On the Job Training, Research Projects, \*School Industry Relationship, Tables (Data), Vocational Development

Identifiers—\*Employer Based Career Education Model, Milwaukee

Focusing on the identification of career education activities sponsored by business and industry in the Milwaukee area, a review of literature pertaining to the Home-Community Based, the School-Based, and the Employer-Based career education models was made, and data from personal interview questionnaires supplied from a Milwaukee survey of job training programs were analyzed by computers. Many businesses and industries in the Milwaukee area seem capable of implementing the Employer-Based Career Education Model sponsored by the U.S. Office of Education because they are already conducting employee training courses using their own facilities and instructors. Further studies of industry's potential for providing career education training and vocational development programs are recommended. Numerous tables present the data, and resource materials are appended. (AG)

**ED 070 876**

VT 018 434

Martin, Randall B.

**Relationships Between Holland's Vocational Preference Inventory and Vocational-Technical Student Achievement.**

Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Spons Agency—Pennsylvania School Boards Association, Inc., Harrisburg.

Report No.—VDS-Monog-8

Pub Date Oct 72

Note—72p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Academic Achievement, Individual Characteristics, \*Males, Occupational Choice, \*Personality Assessment, \*Personality Theories, \*Vocational Development, Vocational Education

Identifiers—Hollands Vocational Preference Inventory

Conducted as part of the longitudinal Vocational Development Study, this research applied Holland's personality theory to a sample of 138 Grade 11 male vocational students to determine their personality type and investigate the relation-

ships between personality type and achievement. Personality types were related to several measures of achievement to see if greater achievement resulted when the student's personality type matched his educational environment. Some major findings were: (1) Of those students administered Holland's Vocational Preference Inventory, 57 percent were classified as Realistic personality types, 8 percent as Intellectual, 4 percent as Social, 9 percent as Conventional, 10 percent as Enterprising, and 12 percent as Artistic, (2) There does not appear to be a relationship between scores on each of Holland's six personality scales and school achievement, (3) Students whose personality type and training environment are congruent do not achieve higher grade point averages than those students whose personality type and training environment are incongruent, and (4) Congruent students do not exhibit higher levels of achievement than incongruent students when achievement is measured by the student's course grade only. (Author/SB)

**ED 070 877**

VT 018 435

**Skills Conversion Project: Chapter 1, Precs. Final Report.**

National Society of Professional Engineers, Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Report No.—DLMA-EST-11-1-0534-000-1

Pub Date Mar 72

Note—11p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-209-281-01; MF \$0.95; See Catalog for hardcopy price)

**Document Not Available from EDRS.**

Descriptors—Adult Vocational Education, \*Aerospace Industry, Employment Programs, Federal Programs, Industrial Education, Manpower Development, Manpower Needs, Manpower Utilization, Microfiche, \*Professional Personnel, \*Program Planning, Skill Development, Technical Occupations, \*Transfer of Training, Vocational Adjustment, \*Vocational Retraining

Identifiers—\*Skills Conversion Project

The purpose of this federally funded program is to study the transition mechanisms required to transfer available technical manpower from aerospace and defense industries into other areas of employment in private industry and public service. Selected industries and public service areas were assigned to 14 study teams for researching the likelihood of future manpower needs and utilization of technical professional personnel. Research findings, conclusions, and recommendations are briefly presented, including suggestions for vocational retraining. Related chapters are announced as VT 018 436-018 451 in this issue. (Editor/AG)

**ED 070 878**

VT 018 436

**Skills Conversion Project: Chapter 2, Executive Summary. Final Report.**

National Society of Professional Engineers, Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Report No.—DLMA-EST-11-1-0534-000-2

Pub Date Mar 72

Note—40p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-209-281-02; MF \$0.95; See Catalog for hardcopy price)

**Document Not Available from EDRS.**

Descriptors—Adult Vocational Education, \*Aerospace Industry, Demonstration Projects, Employment Problems, Federal Programs, Industrial Education, \*Manpower Development, Manpower Needs, \*Manpower Utilization, Microfiche, \*Professional Personnel, Program Descriptions, Technical Occupations, Transfer of Training, Vocational Adjustment, Vocational Development, \*Vocational Retraining

Identifiers—\*Skills Conversion Project

This final report describes the Skills Conversion Project conducted by The National Society of Professional Engineers under contract to the Department of Labor to study methods of utilizing the large pool of highly skilled unemployed technicians and professional personnel who were formerly employed in the aerospace and defense industries. If coordinated government and industrial efforts are begun immediately for vocational

retraining, 7,000 persons could make this job transition on a pilot basis, and 47,000 professionals could be transferred to public service or private industry jobs by the end of 1975. Related chapters are announced as VT 018 435-018 451 in this issue. (AG)

**ED 070 879** VT 018 437  
**Skills Conversion Project: Chapter 3, Food Products and Food Services Industry. Final Report.**

National Society of Professional Engineers, Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Report No—DLMA-EST-11-1-0534-000-3

Pub Date Mar 72

Note—197p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-209-281-03; MF \$0.95; See Catalog for hardcopy price)

**Document Not Available from EDRS.**

Descriptors—Adult Vocational Education, Aerospace Industry, Employment Programs, Employment Projections, Federal Programs, \*Food Service Industry, Industrial Education, Manpower Development, Manpower Needs, \*Manpower Utilization, Microfiche, \*Professional Personnel, Tables (Data), Technical Occupations, \*Transfer of Training, Vocational Adjustment, Vocational Development, \*Vocational Retraining

Identifiers—\*Skills Conversion Project

The National Society of Professional Engineers, under contract to the Department of Labor, conducted a study to investigate the conversion of technical skills of displaced aerospace and defense professionals to other industries. The Seattle and Wichita study teams, focusing on the food industry, projected that about 200 employment opportunities could be created in 1972 and up to 10,000 opportunities by 1975 through implementation of a program including supplemental education, on-the-job training, and contacts with potential employers. Relatively little conversion of skills is necessary, due to the problem-solving capabilities of available engineers, scientists, and technicians. However, assimilation of technological personnel is impeded by the sheer size, the number of employers, and the sectionalization of the various elements of the food industry, coupled with current financial problems and a history of low use of technology. Programs to accelerate the assimilation of aerospace personnel should be initiated. The Wichita findings generally confirm the Seattle results. Numerous tables present the data, and a wide range of resource materials is appended. Related chapters are announced as VT 018 435-018 451 in this issue. (AG)

**ED 070 880** VT 018 438  
**Skills Conversion Project: Chapter 5, Transportation and Traffic Engineering. Final Report.**

National Society of Professional Engineers, Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Report No—DLMA-EST-11-1-0534-000-5

Pub Date Mar 72

Note—148p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-209-281-05; MF \$0.95; See Catalog for hardcopy price)

**Document Not Available from EDRS.**

Descriptors—Adult Vocational Education, \*Aerospace Industry, Employment Projections, Federal Programs, Industrial Education, Manpower Development, Manpower Needs, \*Manpower Utilization, Microfiche, National Surveys, \*Professional Personnel, Transfer of Training, \*Transportation, Vocational Adjustment, Vocational Development, \*Vocational Retraining

Identifiers—\*Skills Conversion Project, Traffic Engineering

In order to determine the potential of the transportation and traffic engineering industry to employ dislocated aerospace and defense professional personnel with technical skills, a national survey was conducted by the Los Angeles and Boston skills conversion teams of the National Society of Professional Engineers, under contract to the Department of Labor. All state agencies and some private industry involved in these areas

were surveyed by telephone nationally and by personal interviews in Southern California and New England. The greatest employment potential exists at state and local levels of government, with only moderate prospects in private industry. The requirements for transfer of training would probably include an engineering background plus several months of intensive course work. For government positions, the usual employment qualifications should be rescinded, and for private industry, on-the-job training plus direct transfer of appropriate engineering skills is needed. A public relations program to alert these transportation industries to the advantages of employing these professionals would accelerate their employment rate. Related chapters are announced as VT 018 435-018 451 in this issue. (AG)

**ED 070 881** VT 018 439  
**Skills Conversion Project: Chapter 6, Forest Operations and Wood Products. Final Report.**

National Society of Professional Engineers, Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Report No—DLMA-EST-11-1-0534-000-6

Pub Date Mar 72

Note—167p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-209-281-06; MF \$0.95; See Catalog for hardcopy price)

**Document Not Available from EDRS.**

Descriptors—Adult Vocational Education, Aerospace Industry, Employment Projections, Federal Programs, \*Forestry Occupations, Industrial Education, Lumber Industry, Manpower Development, Manpower Needs, \*Manpower Utilization, Microfiche, \*Professional Personnel, \*Transfer of Training, Vocational Development, \*Vocational Retraining

Identifiers—\*Skills Conversion Project

A study of the forest operations and wood products industries was conducted in Atlanta and Seattle by the National Society of Professional Engineers. Included among these industries are tree development, crop and land management, logging, material handling transportation, cutting, peeling, assembly, pulp and paper, mobile homes, construction, furniture, and marketing. Intensive job development efforts will result in job placements for displaced aerospace professionals in the following areas, which have the most job openings: (1) industrial housing manufacture, (2) construction engineering, (3) safety and health, (4) land management, (5) manufacturing engineering, and (6) material engineering. Approximately 165 new positions are projected during 1972 for engineers in forest and wood products industries, with the employment requirements tripling in subsequent years. Related chapters are announced as VT 018 435-018 451 in this issue. (AG)

**ED 070 882** VT 018 440  
**Skills Conversion Project: Chapter 7, Power Resources. Final Report.**

National Society of Professional Engineers, Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Report No—DLMA-EST-11-1-0534-000-7

Pub Date Mar 72

Note—42p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-209-281-07; MF \$0.95; See Catalog for hardcopy price)

**Document Not Available from EDRS.**

Descriptors—Adult Vocational Education, Aerospace Industry, \*Electrical Systems, Employment Projections, Federal Programs, Industrial Education, Manpower Development, Manpower Needs, Manpower Utilization, Microfiche, \*Professional Personnel, \*Transfer of Training, \*Utilities, Vocational Development, \*Vocational Retraining

Identifiers—\*Skills Conversion Project

The opportunity for employment of displaced aerospace and defense professionals within the electric power utility industry was investigated by the Seattle Skills Conversion Project Team of the National Society of Professional Engineers, as part of a study conducted for the U.S. Department of Labor. The study concluded that a possibility for placement of 1,500 to 3,000 reoriented engineers exists within the private sector of the

industry. These job opportunities appear to be those in excess of new graduate availability. The key in exploiting these opportunities is a formal course in electric power theory and practice. Related chapters are announced as VT 018 385-018 351 in this issue. (Author/AG)

**ED 070 883** VT 018 441  
**Skills Conversion Project: Chapter 9, Security Systems and Criminal Justice. Final Report.**

National Society of Professional Engineers, Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Report No—DLMA-EST-11-1-0534-000-9

Pub Date Mar 72

Note—44p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-209-281-09; MF \$0.95; See Catalog for hardcopy price)

**Document Not Available from EDRS.**

Descriptors—Adult Vocational Education, \*Aerospace Industry, \*Correctional Rehabilitation, Employment Projections, Federal Programs, Industrial Education, Job Development, Manpower Utilization, Microfiche, \*Professional Personnel, \*Transfer of Training, Vocational Adjustment, Vocational Development, \*Vocational Retraining

Identifiers—\*Skills Conversion Project

This report provides the findings of two skills conversion research teams on the placement of displaced aerospace and defense engineers, scientists, and technicians in the fields of security systems and criminal justice. The teams, located in Philadelphia and San Jose, concluded independently that a minimum of 2,000 positions could be created in these fields from 1972 through 1975. Positions would be available both in private enterprise and government agencies in the areas of program planning, police and court work, and correctional systems. This study was conducted for the U.S. Department of Labor. (Author/AG)

**ED 070 884** VT 018 442  
**Skills Conversion Project: Chapter 10, Ocean Engineering and Oceanography. Final Report.**

National Society of Professional Engineers, Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Report No—DLMA-EST-11-1-0534-000-10

Pub Date Mar 72

Note—83p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-209-281-10; MF \$0.95; See Catalog for hardcopy price)

**Document Not Available from EDRS.**

Descriptors—Adult Vocational Education, \*Aerospace Industry, Employment Projections, Federal Programs, Industrial Education, Manpower Development, Manpower Needs, Manpower Utilization, Microfiche, \*Ocean Engineering, \*Oceanology, \*Professional Personnel, \*Transfer of Training, Vocational Development, Vocational Retraining

Identifiers—\*Skills Conversion Project

In order to determine the potential utilization of displaced aerospace and defense technical professionals in oceanography and ocean engineering, a study of ocean-oriented industry in Florida and Southern California was conducted by The National Society of Professional Engineers for the U.S. Department of Labor. After recent consolidation, this industry is operating well below full capability. Mainly as a result of increased federal activities in the oceans, moderate job expansion in selected areas is expected in the next few years. Short-term potential for utilization of professional manpower has been identified in the fields of naval architecture, oceanographic research, and data acquisition and management. Increased use of aerospace and defense manpower will be promoted by a trend towards rapidly broadening interests of the ocean-oriented community and increasing alignment of oceanography and ocean engineering goals. Realistic on-the-job training programs can enhance effective vocational orientation, perhaps in conjunction with current federally sponsored research and development programs. To reflect geographical differences in results, the San Diego and the Florida team reports are presented separately. Related chapters are announced as VT 018 435-018 451 in this issue. (Author/AG)

**ED 070 885** VT 018 443  
**Skills Conversion Project: Chapter 11, Banking, Finance and Insurance. Final Report.**  
 National Society of Professional Engineers,  
 Washington, D.C.

Spons Agency—Manpower Administration  
 (DOL), Washington, D.C.  
 Report No—DLMA-EST-11-1-0534-000-11  
 Pub Date Mar 72  
 Note—60p.

Available from—National Technical Information  
 Service, Springfield, Virginia 22151 (PB-209-  
 281-11; MF \$0.95; See Catalog for hardcopy  
 price)

**Document Not Available from EDRS.**

Descriptors—Adult Vocational Education,  
 \*Aerospace Industry, \*Banking, Employment  
 Opportunities, Federal Programs, \*Finance Occu-  
 pations, Industrial Education, Insurance  
 Companies, Manpower Development, Man-  
 power Utilization, Microfiche, \*Professional  
 Personnel, \*Transfer of Training, Vocational  
 Development, Vocational Retraining  
 Identifiers—\*Skills Conversion Project

The National Society of Professional Engineers,  
 under contract to the U.S. Department of Labor,  
 conducted a study to investigate the conversion  
 of skills of displaced aerospace defense technical  
 professional to other industries. The Long Island  
 team of the study project investigated the bank-  
 ing, finance, and insurance industries. Approxi-  
 mately 250 potential jobs were found in the  
 banking and finance industry and about 2,000  
 potential jobs were identified in the insurance in-  
 dustry in sales, safety, and fire prevention en-  
 gineering. Subject to further verification, 1,500 to  
 5,000 potential jobs in the supporting activity of  
 appraising were found for these displaced profes-  
 sional personnel. The institutional preference for  
 hiring at the trainee level and the lack of need  
 for the highly developed skills typically possessed  
 by the aerospace and defense engineer, led to the  
 recommendation that job opportunity investiga-  
 tion be concentrated on placing engineers and  
 scientists in industrial safety. This report presents  
 separately the banking and finance results and  
 the results in the insurance industry. Related  
 chapters are announced as VT 018 435-018 451  
 in this issue. (Author)

**ED 070 886** VT 018 444  
**Skills Conversion Project: Chapter 14, Petro-  
 leum/Chemical Industries. Final Report.**

National Society of Professional Engineers,  
 Washington, D.C.

Spons Agency—Manpower Administration  
 (DOL), Washington, D.C.  
 Report No—DLMA-EST-11-1-0534-000-14  
 Pub Date Mar 72  
 Note—56p.

Available from—National Technical Information  
 Service, Springfield, Virginia 22151 (PB-209-  
 281-14; MF \$0.95; See Catalog for hardcopy  
 price)

**Document Not Available from EDRS.**

Descriptors—Adult Vocational Education,  
 \*Aerospace Industry, Educational Needs, Em-  
 ployment Opportunities, Employment  
 Problems, Federal Programs, Industrial Educa-  
 tion, Manpower Development, Manpower  
 Needs, Manpower Utilization, Microfiche,  
 \*Petroleum Industry, \*Professional Personnel,  
 \*Transfer of Training, Vocational Develop-  
 ment, \*Vocational Retraining

Identifiers—\*Skills Conversion Project

Potential employment opportunities for dis-  
 placed aerospace and defense technical personnel  
 in the petroleum industry were studied for the  
 U.S. Department of Labor. A relatively small, but  
 increasing number of ex-aerospace and defense  
 personnel can be absorbed by the industry,  
 beginning with from 40 to 100 jobs in 1972 and  
 increasing each year to 100 or 150 by 1975. A  
 pilot training program offered in conjunction with  
 a cooperative petroleum or support company  
 would qualify these displaced professionals for  
 opportunities in the petroleum field. The occupa-  
 tional demand for electronic engineers in the  
 fields of instrumentation, computers, control  
 systems, and other engineering and scientific ap-  
 plications will increase in the next few years.  
 With the increasing automation of the petroleum  
 industry, the requirement for highly complex  
 electronic systems is increasing. Possibilities also  
 exist in reliability analysis, quality control, special  
 materials fabrication, and control systems. Prin-  
 cipal points of opposition to the employment of

displaced aerospace professionals from the  
 petroleum industry are identified. Related chap-  
 ters are available as VT 018 435-018 451 in this  
 issue. (Author/AG)

**ED 070 887** VT 018 445  
**Skills Conversion Project: Chapter 15, Educa-  
 tional Technology. Final Report.**

National Society of Professional Engineers,  
 Washington, D.C.

Spons Agency—Manpower Administration  
 (DOL), Washington, D.C.  
 Report No—DLMA-EST-11-1-0534-000-15  
 Pub Date Mar 72  
 Note—44p.

Available from—National Technical Information  
 Service, Springfield, Virginia 22151 (PB-209-  
 281-15; MF \$0.95; See Catalog for hardcopy  
 price)

**Document Not Available from EDRS.**

Descriptors—Adult Vocational Education,  
 \*Aerospace Industry, \*Educational Technol-  
 ogy, Employment Trends, Federal Programs, In-  
 dustrial Education, Manpower Development,  
 Manpower Needs, Manpower Utilization,  
 Microfiche, \*Professional Personnel, \*Transfer  
 of Training, Vocational Adjustment, Vocational  
 Development, \*Vocational Retraining  
 Identifiers—\*Skills Conversion Project

A study of the future use of technology in edu-  
 cation was conducted by the National Society of  
 Professional Engineers in order to determine the  
 potential employment opportunities of ex-  
 aerospace technical professional manpower in  
 education. A qualitative review of manpower  
 trends in the fields of teaching, school adminis-  
 tration, career counseling, visual aids, and educa-  
 tional research was conducted for the U.S. De-  
 partment of Labor. The areas of career guidance,  
 vocational instruction, and school administration  
 are most promising, because each area projects a  
 steadily increasing demand for services which can  
 be supplied by technical manpower. The field of  
 career guidance for high school students and mid-  
 career professionals has the greatest short-range  
 potential for employment, and little resistance to  
 the use of ex-aerospace manpower was noted.  
 Some restrictions to the use of technical profes-  
 sionals may result from currently inflexible  
 requirements for teaching credentials enforced on  
 many non-teaching positions. Related chapters  
 are announced as VT 018 435-018 451 in this  
 issue. (AG)

**ED 070 888** VT 018 446  
**Skills Conversion Project: Chapter 16, Public Ser-  
 vices. Final Report.**

National Society of Professional Engineers,  
 Washington, D.C.

Spons Agency—Manpower Administration  
 (DOL), Washington, D.C.  
 Report No—DLMA-EST-11-1-0534-000-16  
 Pub Date Mar 72  
 Note—57p.

Available from—National Technical Information  
 Service, Springfield, Virginia 22151 (PB-209-  
 281-16; MF \$0.95; See Catalog for hardcopy  
 price)

**Document Not Available from EDRS.**

Descriptors—Adult Vocational Education,  
 \*Aerospace Industry, Employment Projections,  
 Federal Programs, \*Human Services, Industrial  
 Education, Manpower Development, Man-  
 power Needs, Manpower Utilization,  
 Microfiche, \*Professional Personnel, \*Transfer  
 of Training, Vocational Adjustment, Vocational  
 Development, \*Vocational Retraining

Identifiers—Public Services, \*Skills Conversion  
 Project

From November 1971 to February 1972 the  
 National Society of Professional Engineers con-  
 ducted a study for the U.S. Department of Labor  
 of public services of Orange County, California,  
 to identify employment potential for scientific  
 personnel in aerospace and defense engineering.  
 The study findings were that fewer than 50 new  
 jobs will become available in 1972; that future  
 growth in employment will depend heavily on  
 legislation adopted and enforcement measures  
 implemented in the environment, in federally  
 sponsored commercial research and development,  
 in federal support of small-town civic needs, and  
 in development of geothermal resources; and that  
 greatly expanded professional self-employment is  
 a fundamental requirement. Related chapters are  
 announced as VT 018 435-018 451 in this issue.  
 (Author)

**ED 070 889** VT 018 447  
**Skills Conversion Project: Chapter 17, Occupa-  
 tional Safety and Health. Final Report.**  
 National Society of Professional Engineers,  
 Washington, D.C.

Spons Agency—Manpower Administration  
 (DOL), Washington, D.C.  
 Report No—DLMA-EST-11-1-0534-000-17  
 Pub Date Mar 72  
 Note—38p.

Available from—National Technical Information  
 Service, Springfield, Virginia 22151 (PB-209-  
 281-7; MF \$0.95; See Catalog for hardcopy  
 price)

**Document Not Available from EDRS.**

Descriptors—Adult Vocational Education,  
 \*Aerospace Industry, Employment Projections,  
 Federal Programs, Industrial Education, Man-  
 power Development, Manpower Needs, Man-  
 power Utilization, Microfiche, \*Professional  
 Personnel, \*Safety, \*Transfer of Training, Voc-  
 ational Adjustment, Vocational Development,  
 \*Vocational Retraining

Identifiers—Occupational Safety and Health Ad-  
 ministration, OSHA, \*Skills Conversion Project

The greatest employment opportunity for safety  
 professionals at the present time is with the De-  
 partment of Labor for enforcement of the Wil-  
 liams-Steiger Act, which establishes the Occu-  
 pational Safety and Health Administration (OSHA).  
 As part of a federal study of job possibilities for  
 displaced aerospace and defense technical profes-  
 sionals, it was found that approximately 1,500  
 jobs will become available as OSHA completes its  
 staffing. As enforcement of this new law becomes  
 widespread, increasing opportunities for safety  
 professionals in private industry should arise,  
 resulting in some additional job opportunities for  
 unemployed aerospace and defense technical  
 professionals. Related chapters are available as  
 VT 018 435-018 451 in this issue. (Author)

**ED 070 890** VT 018 448  
**Skills Conversion Project: Chapter 18, Mineral  
 Extraction. Final Report.**

National Society of Professional Engineers,  
 Washington, D.C.

Spons Agency—Manpower Administration  
 (DOL), Washington, D.C.  
 Report No—DLMA-EST-11-1-0534-000-18  
 Pub Date Mar 72  
 Note—20p.

Available from—National Technical Information  
 Service, Springfield, Virginia 22151 (PB-209-  
 281-18; MF \$0.95; See Catalog for hardcopy  
 price)

**Document Not Available from EDRS.**

Descriptors—Adult Vocational Education,  
 \*Aerospace Industry, Air Pollution Control,  
 Employment Trends, Federal Programs, In-  
 dustrial Education, Manpower Development, Man-  
 power Utilization, \*Metal Industry, Microfiche,  
 \*Professional Personnel, \*Transfer of Training,  
 Vocational Adjustment, Vocational Develop-  
 ment, \*Vocational Retraining

Identifiers—\*Skills Conversion Project

As part of a federal study conducted for the  
 U.S. Department of Labor, the employment  
 potential for displaced aerospace and defense  
 professionals in the area of mineral extraction  
 was examined. Mining and metallurgical en-  
 gineering, the classical technical disciplines em-  
 ployed in the mineral extraction industry, are  
 supplied from schools specializing in these fields  
 at about the rate needed by the industry. Little  
 opportunity for conversion to these skills is  
 available. The best chance for entrance into the  
 field lies in the coming need for technical person-  
 nel in pollution abatement, which is a growing  
 problem. Related chapters are available as VT  
 018 435-018 451 in this issue. (Author/AG)

**ED 070 891** VT 018 449  
**Skills Conversion Project: Chapter 19, Profile of  
 the Technological Manpower Pool. Final Report.**

National Society of Professional Engineers,  
 Washington, D.C.

Spons Agency—Manpower Administration  
 (DOL), Washington, D.C.  
 Report No—DLMA-EST-11-1-0534-000-19  
 Pub Date Mar 72  
 Note—91p.

Available from—National Technical Information  
 Service, Springfield, Virginia 22151 (PB-209-  
 281-19; MF \$0.95; See Catalog for hardcopy  
 price)

**Document Not Available from EDRS.**



Descriptors—\*Aerospace Industry, Educational Needs, \*Employment Problems, Federal Programs, Individual Characteristics, Manpower Development, Manpower Needs, Manpower Utilization, National Surveys, \*Professional Personnel, \*Profile Evaluation, \*Unemployed, Vocational Adjustment, Vocational Development

Identifiers—\*Skills Conversion Project

In the absence of any one central source of data covering the profile of the unemployed aerospace and defense technical professional, an extensive analysis of multiple data sources was conducted for the U.S. Department of Labor by the National Society for Professional Engineers. The survey and analysis included data covering approximately 63,000 technical professionals nationwide. The conclusions drawn from this data base indicate that nationally: (1) There are a minimum of approximately 92,500 unemployed aerospace and defense professionals, (2) The majority are in the 35 to 54 age bracket, (3) They have 11 to 20 years of experience, (4) Average education is a bachelor's degree or equivalent, (5) Average earnings per year were \$10,000 to \$15,000, and (6) A total of 137 disciplines and fields were affected. The results of this analysis serve to highlight the true magnitude of the unemployment problem among aerospace defense technical professionals. Related chapters are announced as VT 018 435-018 451 in this issue. (Author)

**ED 070 892** VT 018 450  
Skills Conversion Project: Chapter 20, Compilation of Recommendations and Summaries of Implementation Programs. Final Report.

National Society of Professional Engineers, Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Report No.—DLMA-EST-11-1-0534-000-20

Pub Date Mar 72

Note—72p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-209-281-20; MF \$0.95; See Catalog for hardcopy price)

Document Not Available from EDRS.

Descriptors—Adult Vocational Education, \*Aerospace Industry, Employment Opportunities, Federal Programs, Industrial Education, \*Job Development, Manpower Development, Manpower Utilization, Microfiche, \*Professional Personnel, Project Applications, \*Transfer of Training, \*Unemployed, Vocational Adjustment, Vocational Development, Vocational Retraining

Identifiers—\*Skills Conversion Project

A study was conducted for the U.S. Department of Labor by the National Society of Professional Engineers to investigate the potential for and means of conversion of the skills of displaced aerospace and defense technical professionals to other industries or to public service. The study concentrated on areas where new employment opportunities might be created as contrasted to locating existing job openings. Job creation is influenced by a number of actions. Recommendations for specific actions are contained in the appropriate chapters of the report. For the convenience of those charged with responsibility for implementation of the recommendations in order to create employment opportunities, brief summaries of the significant recommendations are collected in this chapter. Related chapters are announced as VT 018 435-018 451 in this issue. (Author)

**ED 070 893** VT 018 451  
Skills Conversion Project: Chapter 21, Project Organization and Operations. Final Report.

National Society of Professional Engineers, Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Report No.—DLMA-EST-11-1-0534-000-21

Pub Date Mar 72

Note—29p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-209-281-21; MF \$0.95; See Catalog for hardcopy price)

Document Not Available from EDRS.

Descriptors—\*Administrative Organization, Adult Vocational Education, \*Aerospace Industry, Federal Programs, Industrial Education, Man-

power Development, Manpower Needs, Manpower Utilization, Microfiche, \*Professional Personnel, Program Descriptions, \*Transfer of Training, \*Unemployed, Vocational Adjustment, Vocational Development, Vocational Retraining

Identifiers—\*Skills Conversion Project

The increasing problem of unemployment among technical professionals from the aerospace and defense industry and their general lack of employment opportunities dictated a need for study of potential profitable expansion of use of these personnel in other areas. Also, recommendations were needed for developing mechanisms to start the transition of available personnel into the new jobs. The National Society of Professional Engineers, the contracting agency, worked with six cooperating engineering societies to conduct the study. A project approach was chosen with 14 research teams, one in each location of critical technological unemployment, that reported to a project manager. Related chapters are announced as VT 018 435-018 451 in this issue. (Author)

**ED 070 894** VT 018 456  
Abstracts of Research Materials in Vocational and Technical Education (ARM), Volume 5, Number 1—Subject and Author Indexes.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—148p.

Available from—Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 (Quarterly, One year-\$11.00, Two year-\$18.00)

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—\*Abstracts, Clearinghouses, \*Educational Research, \*Indexes (Locators), Information Dissemination, \*Technical Education, \*Vocational Education

These subject and author indexes provide access to resumes of vocational technical materials announced in ED 060 222, Abstracts of Research Materials in Vocational and Technical Education (ARM), Volume 5, Number 1. (CD)

**ED 070 895** VT 018 462  
Cushing, Nelson N.

Annual Industrial Arts Report (Fiscal Year 1972). Arizona State Dept. of Vocational Education, Phoenix.

Pub Date 72

Note—12p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Annual Reports, \*Career Education, Curriculum Development, \*Industrial Arts, \*Instructional Improvement, Public Relations, School Statistics, \*State Programs, Student Enrollment, Teacher Workshops

Identifiers—\*Arizona

The Industrial Arts Section focused attention during the 1972 fiscal year on career education, the improvement of instruction, and industrial arts growth in Arizona. This annual report outlines accomplishments in each area: development, promotion, and implementation of the career education concept; improvement of instruction through improving the teaching-learning situation, teacher growth and development, curriculum development, public relations activities, and research; and growth by increases in student enrollments, number of schools offering industrial arts education, and innovative programs. However, the number of industrial arts teachers did not increase sufficiently to keep pace with enrollment and program increases. (MF)

**ED 070 896** VT 018 473  
Comprehensive Vocational Education Personnel: Development and Utilization.

Leslie (C.E.) and Associates, Glen Head, N.Y.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Report No.—DHEW-Pub-OE-72-141

Pub Date 72

Note—301p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (S/N 1780-1020; \$2.25)

**EDRS Price MF-\$0.65 HC-\$13.16**

Descriptors—Change Agents, Educational Needs, \*Manpower Development, Manpower Utilization, Models, \*Professional Personnel, Program Effectiveness, School Industry Relationship, \*State Action, \*Systems Development, Vocational Development, \*Vocational Education

In order to develop an understanding of vocational education personnel development and to explore the management of change as related to implementation and improvement of the system, 228 vocational educators and leaders in industry at a 2-day national summer workshop sponsored by the U.S. Office of Education agreed on the need for a comprehensive, multidimensional personnel development system for vocational education. Two presentations focused on specific identification of philosophical and organizational elements for this system. A prototype of a state model for vocational education personnel development, accepted by the Workshop, utilized the following principles: (1) Accountability should begin at the state level, (2) Planning should occur throughout the decision-making processes, (3) External inputs for the public and professionals should be allowed, (4) A research component should always be included, and (5) Review and evaluation procedures are necessary. Professional involvement, the role of industry, and the generation and transmission of knowledge were topics highlighted in numerous presentations. Especially emphasized were the special needs for developing policy, refining planning, implementing evaluation, and utilizing change agents which are both internal and external to the system. (AG)

**ED 070 897** VT 018 475  
Sanders, Rabun C., Jr. And Others

Prisoners' First Amendment Rights Within the Institution. Criminal Justice Monograph. Volume III, No. 3.

Sam Houston State Univ., Huntsville, Tex. Inst. of Contemporary Corrections and the Behavioral Sciences.

Note—112p.

**EDRS Price MF-\$0.65 HC-\$6.58**

Descriptors—Administrative Policy, Citizenship, Correctional Rehabilitation, \*Corrective Institutions, Court Doctrine, \*Court Litigation, Criminology, Due Process, Federal Laws, \*Freedom of Speech, \*Legal Problems, Legal Responsibility, \*Prisoners, Religion

This monograph examines prisoners' rights to freedom of speech, religion, and petition under the First Amendment to the United States Constitution. The courts had previously taken the attitude that the operation of penal institutions was beyond their jurisdiction, but the suppression of and restrictions on the exercise of first amendment freedoms by prisoners have received increasing judicial scrutiny during the past decade. The few successful petitions of the many submitted to the courts by prisoners have had an effect which extended far beyond their institutional origins. One reason for increased judicial concern about the rights of prisoners arose from the change in prison philosophy by correctional authorities from the concept of punishment and retribution to one of rehabilitation. To determine the state of case law as it pertains to the rights of prisoners under the first amendment rights guaranteed to all citizens, law libraries were researched and questionnaires sent to all 50 state departments of corrections and also to four federal correctional institutions. The purpose of the questionnaire was to compare the announced policies of the institutions with requirements of the court decisions. The form used is appended to the document. (MF)

**ED 070 898** VT 018 478  
Plue, William V.

Development of a Vocational Education Curriculum for the High School Educable Mentally Retarded. Final Report. Summary.

University of Southern Mississippi, Hattiesburg.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 7 Jul 72

Note—8p.

**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—\*Curriculum Development, \*Educable Mentally Handicapped, \*Educational Needs, Environmental Influences, Goal Orientation, \*High School Students, Psychomotor Objectives, Social Maturity, Vocational Adjustment, Vocational Development, \*Vocational Education

**Identifiers—\*Mississippi**

In order to develop a curriculum especially for educable mentally retarded students at the high school level, this federally funded 1-year research project aimed to establish unique parameters involved in vocational adjustment for these students and to develop a tentative curriculum with this information. A literature review was conducted, and a research team interviewed supervisors, vocational counselors, students, former students, parents, employers, and teachers, collecting data from seven areas in Mississippi. A lack of adequate data for formulating appropriate vocational education curriculums for the mentally handicapped indicated a need for course development. A curriculum model was organized and learning activities developed around these three major areas: (1) the psychomotor domain, (2) social maturity, and (3) environmental factors. The research reports of this project are available as VT 018 484 and VT 018 485 in this issue. (AG)

**ED 070 899** VT 018 483

**A Relook at Work Aptitudes for the Retarded.**

University of Southern Mississippi, Hattiesburg.

Pub Date [72]

Note—8p.

**EDRS Price MF-\$0.65 HC-\$3.29**

**Descriptors—\*Educable Mentally Handicapped, \*Educational Needs, Goal Orientation, Learning Activities, \*Psychomotor Skills, Skill Development, \*Social Maturity, Vocational Adjustment, Vocational Aptitude, Vocational Development, \*Vocational Education**

This brief outline of areas of vocational education important for the educable mentally handicapped notes the following general areas which have implications for curriculum development: (1) psychomotor skills, (2) social development, and (3) community and job-related competencies. Educational needs for vocational training and program development for the retarded are discussed. Possible activities for developing psychomotor functions are listed, as one example

of work aptitudes necessary for the retarded. Related documents are available in this issue as VT 018 484, VT 018 478, and VT 018 485. (AG)

**ED 070 900**

VT 018 484

Plue, William V.

**Vocational Education for the Educable Mentally Retarded. Research Monograph Number 11, Volume 1.**

University of Southern Mississippi, Hattiesburg. Bureau of Educational Research.

Spons Agency—Mississippi State Dept. of Education, Jackson; Office of Education (DHEW), Washington, D.C.

Pub Date Jul 72

Note—199p.

**EDRS Price MF-\$0.65 HC-\$6.58**

**Descriptors—Demonstration Projects, \*Educable Mentally Handicapped, \*Educational Needs, Environmental Influences, Goal Orientation, \*High School Students, Literature Reviews, Psychomotor Skills, \*Research Reviews (Publications), Social Maturity, Tables (Data), Vocational Adjustment, Vocational Development, \*Vocational Education**

**Identifiers—\*Mississippi**

Intended as a basis for vocational curriculum development useful for educators working with educable mentally handicapped high school students, this research study of work aptitudes necessary for the educable retarded includes extensive data resulting from a 5-year investigation of unique factors important for their vocational adjustment. The first four chapters consist of literature reviews in these areas: (1) general reviews in vocational education, (2) psychomotor goal implications, (3) social development implications, and (4) work experience, community, and society relationships. Cooperative demonstration programs are discussed in the fifth and sixth chapters, in an attempt to isolate characteristics leading specifically to vocational success for the retarded. Interpretations of structured interviews of vocational education personnel in Mississippi

who work with the educable mentally handicapped are presented, and a summary of the research findings indicates that the general goals of social maturity, psychomotor skills development, and environmental comprehension appear most relevant to the vocational needs of these students. A wide range of tables presents the data. This document is related to three others, available as VT018 483, VT 018 485, and VT 018 478 in this issue. (AG)

**ED 070 901**

VT 018 485

Plue, William V. And Others

**Vocational Education Curriculum Guide for the High School E.M.R.: A Field Test Copy. Research Monograph Number 11, Volume 2.**

University of Southern Mississippi, Hattiesburg. Bureau of Educational Research.

Pub Date Jul 72

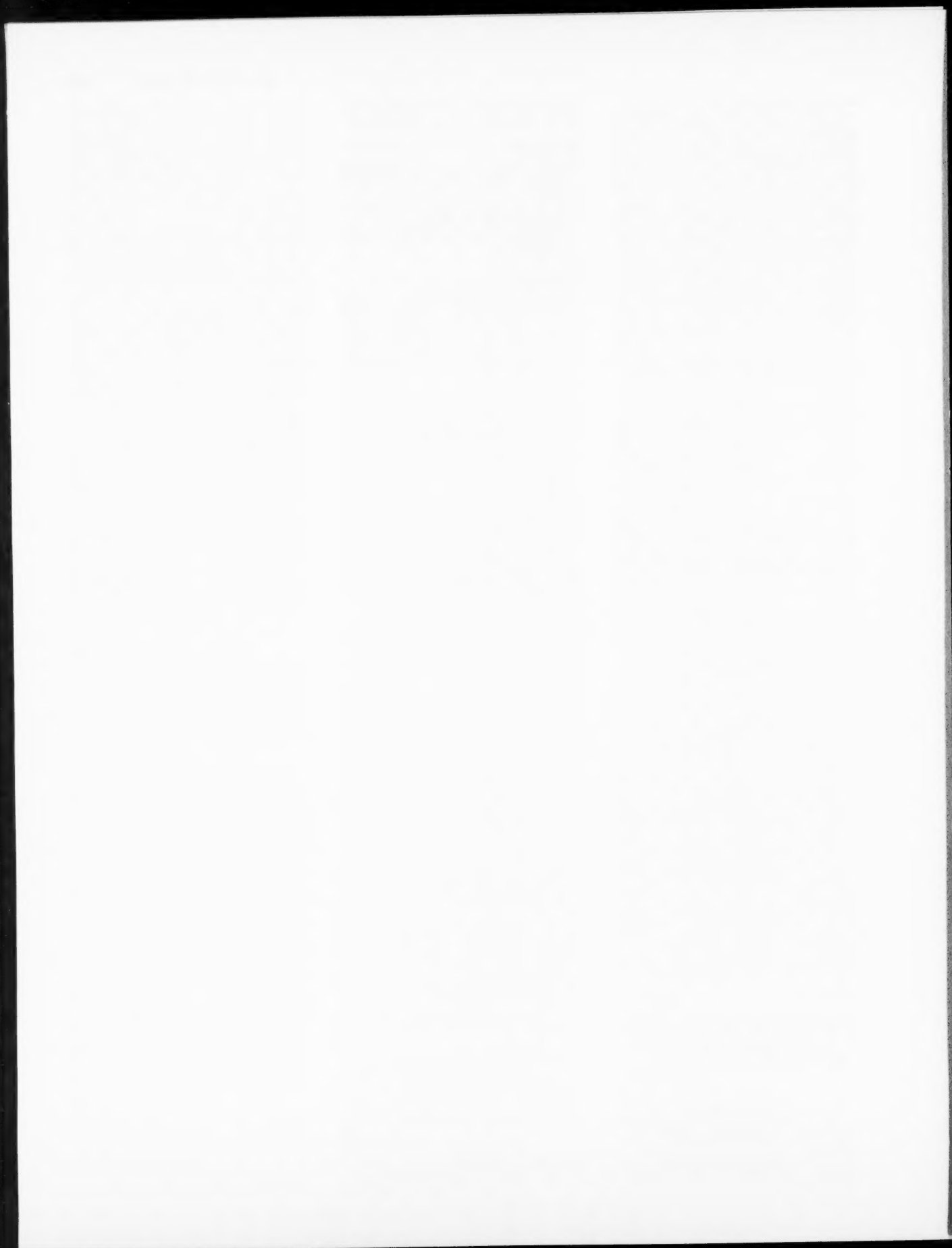
Note—343p.

**EDRS Price MF-\$0.65 HC-\$13.16**

**Descriptors—Behavioral Objectives, \*Curriculum Development, \*Educable Mentally Handicapped, Environmental Influences, Goal Orientation, \*High School Students, Learning Activities, Psychomotor Skills, Resource Materials, Skill Development, Social Maturity, \*State Curriculum Guides, Teaching Procedures, Vocational Development, \*Vocational Education**

**Identifiers—\*Mississippi**

This vocational education curriculum guide for educable mentally handicapped high school students, an outgrowth of a Mississippi state research project, was developed by a professor from the University of Southern Mississippi's Department of Special Education to be field-tested, revised, and expanded. Under the general competencies of psychomotor skills, social maturity, and environmental concerns, sample topical units include behavioral objectives, unit rationales, learning activities, and teaching suggestions. Job description samples and sample work performances are appended. This document is related to three others, available as VT 018 478, VT 018 483, and VT 018 484 in this issue. (AG)





# Subject Index

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This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors*, are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the report can be found under that number in the résumé section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

## Perception

Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Accession Number \_\_\_\_\_ ED 013 371

### Ability Grouping

Some Sociological Aspects of Student Allocation in Two Racially Mixed Suburban High Schools. Program for Situational Analysis. ED 070 790

### Abstracting

A Survey of Indexing and Abstracting Services for Water Resources Engineering. ED 070 503//

### Abstracts

Abstracts of Research Materials in Vocational and Technical Education (ARM), Volume 5, Number 4. ED 070 812

Abstracts of Research Materials in Vocational and Technical Education (ARM), Volume 5, Number 1--Subject and Author Indexes. ED 070 894

Adult Education Dissertation Abstracts: 1935-1962. ED 069 967

ERIC Abstracts: A Collection of ERIC Document Resumes on Collective Negotiations and the Administrator. ERIC Abstracts Series, Number Twenty-one. ED 070 175

ERIC Abstracts: A Collection of ERIC Document Resumes on Alternative Schooling: New Patterns in Education. ERIC Abstracts Series, Number Twenty-two. ED 070 176

ERIC Abstracts: A Collection of ERIC Document Resumes on Assessing Educational Innovations. ERIC Abstracts Series, Number Twenty-three. ED 070 177

Program and Abstracts of National Symposium on Methods of Learning Environmental Science. ED 070 611//

### Academic Ability

Academic Ability, Nonacademic Accomplishments and Ideational Productivity in High-Risk and Regularly Admitted College Students. Final Report. ED 070 417

### Academic Achievement

Academic Ability, Nonacademic Accomplishments and Ideational Productivity in High-Risk and Regularly Admitted College Students. Final Report. ED 070 417

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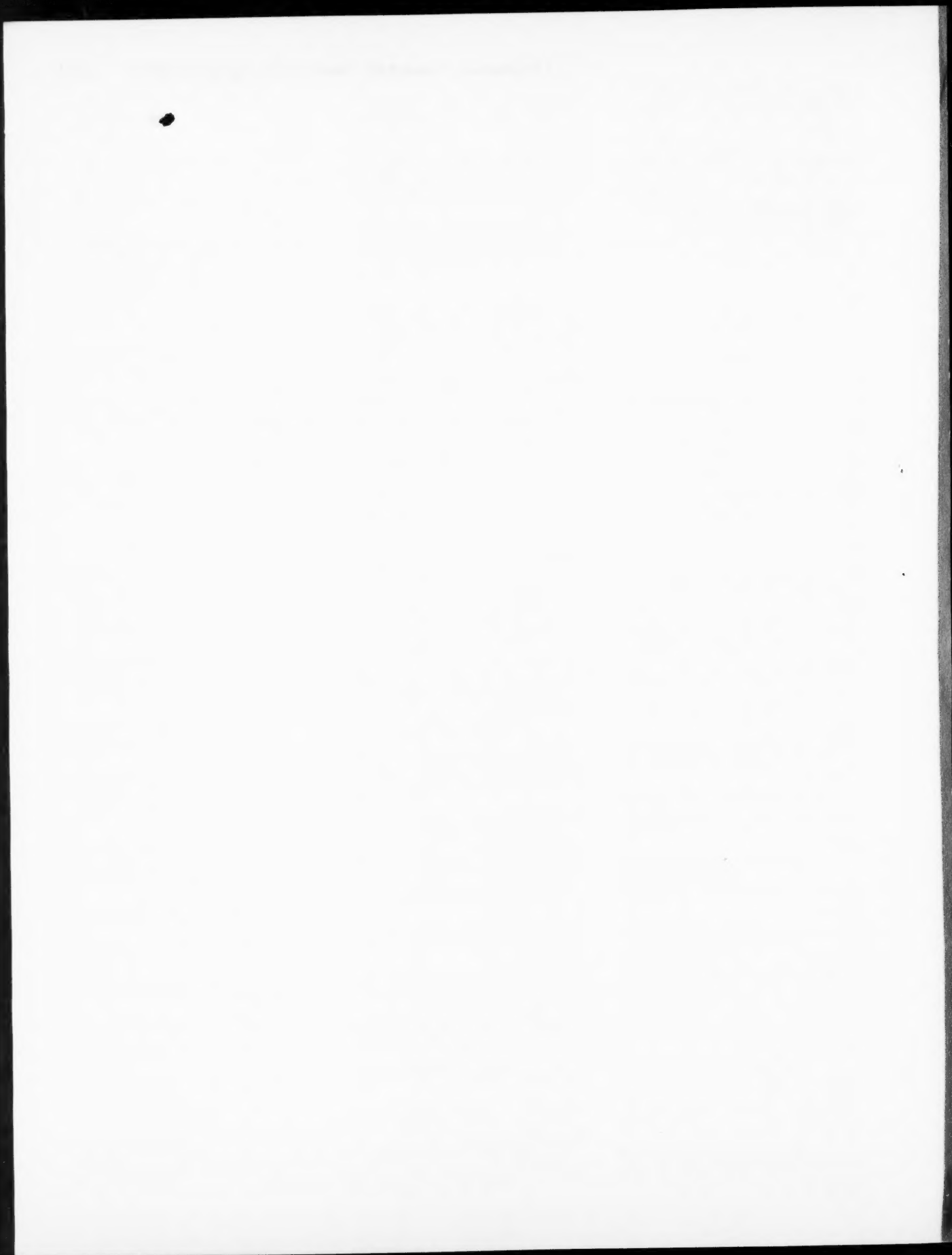
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EM — Educational Media and Technology  
FL — Languages and Linguistics  
HE — Higher Education  
JC — Junior Colleges

LI — Library and Information Sciences  
PS — Early Childhood Education  
RC — Rural Education and Small Schools  
SE — Science, Mathematics, and Environmental Education  
SO — Social Studies/ Social Science Education  
SP — Teacher Education  
TM — Tests, Measurement, and Evaluation  
UD — Disadvantaged  
VT — Vocational and Technical Education

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## NEW THESAURUS TERMS

The following terms have been added to the *Thesaurus of ERIC Descriptors* (4th edition) for the January through December 1972 issues of *Research in Education (RIE)*:

**AEROSPACE EDUCATION 140**  
UF Aerospace Science Education

**AESTHETIC EDUCATION 140**  
UF Aesthetic Development

**AIR INFLATED STRUCTURES 210**

**AIR SUPPORTED STRUCTURES 210**

**ALTERNATIVE SCHOOLS 470**

Career Development  
USE VOCATIONAL DEVELOPMENT

**CASTE 490**

**CHEMICAL NOMENCLATURE 400**

**COMPENSATION (CONCEPT) 310**  
SN The recognition that material undergoing a perceptual transformation in one dimension is accompanied by a specific change in another dimension.

**CONCEPTUAL TEMPO 420**  
SN An index of time spent in problem solving sequences used to characterize the reflective/impulsive dimension of cognitive style

**CONFIDENCE TESTING 190**  
SN A method for discriminating levels of partial knowledge concerning a test item in which the examinee indicates his degree of confidence in his answer choice

**CONSTRUCTION MANAGEMENT 020**

**CUTTING SCORES 190**  
SN A selected point on a scale which divides individuals earning scores above and below it into two groups for some purpose  
UF Critical Scores

**DECODING (READING) 440**  
SN Assimilation of meaning from written language by trial and error process of grapho-phonetic, semantic, and syntactic analyses.

**DESENSITIZATION 420**  
SN Planned exposure to anxiety producing stimuli in order to reduce illogical fears

**DIMENSIONAL PREFERENCE 060**  
SN Cue response to color, form, or size

Diplomacy  
USE FOREIGN RELATIONS

Diplomatic Policy  
USE FOREIGN POLICY

**DISARMAMENT 480**  
UF Arms Control  
Multilateral Disarmament  
Nuclear Control  
Unilateral Disarmament

**DISSENT 060**  
UF Dissensus

**DRUG EDUCATION 140**  
SN Study of the varied aspects of drugs, their source, abuse, chemical composition, and physical, personal and social effects

**EDITORIALS 050**

**EXTERNAL DEGREE PROGRAMS 140**

**FAST TRACK SCHEDULING 020**  
SN A construction management technique in which design and construction process activities are scheduled to overlap rather than scheduled sequentially.

**FOUND SPACES 210**  
SN Spaces which do not resemble traditional school facilities but can easily be converted, e.g., hotels, supermarkets, residences, and enclosed or semi-enclosed outdoor areas adjacent to new or existing facilities.

**HUMANIZATION 490**  
SN The process of changing the environment (attitudes, structures, relationships) to be more humane and better adapted to human needs.

**HYBRID AIR STRUCTURES 210**  
Intergovernmental Organizations  
USE INTERNATIONAL ORGANIZATIONS

International Behavior  
USE FOREIGN RELATIONS

**INTERNATIONAL CRIMES 060**  
UF War Crimes

**INTERNATIONAL LAW 230**  
UF International Legal Analysis  
International Torts  
Law of Nations

International Policy  
USE FOREIGN POLICY

International Politics  
USE FOREIGN RELATIONS

**ITEM BANKS 520**

Labor Demand  
USE MANPOWER NEEDS

**LAND ACQUISITION 020**

Lifelong Integrated Learning  
USE CONTINUOUS LEARNING

**LUNAR RESEARCH 450**  
SN Scientific activities designed to provide information about the origin, structure and properties of the moon  
UF Lunar Exploration

**MERIT PAY 220**

**MEXICANS 380**  
SN Citizens of Mexico

Military Policy  
USE FOREIGN POLICY

**MOLECULAR STRUCTURE 220**

**MORAL DEVELOPMENT 130**

**MULTIDIMENSIONAL SCALING 190**  
**NEUROLINGUISTICS 290**  
SN A branch of linguistic science relating language behavior to the neurological sciences

**NONPUBLIC SCHOOL AID 220**

**NONRESERVATION AMERICAN INDIANS 380**

**OBSERVATIONAL LEARNING 310**

**OPEN EDUCATION 140**  
UF Open Schools

**PARANOID BEHAVIOR 420**

**PAROCHIAL SCHOOL AID 220**

**PEACE 480**  
UF International Peace  
World Peace

**PERFORMANCE BASED TEACHER EDUCATION 140**

SN Places stress on the explicit demonstration of performances as evidence of what the teacher knows and is able to do  
UF Competency Based Teacher Education

**PHYSICIANS ASSISTANTS 380**  
SN Highly trained nonprofessionals who, under physicians' supervision, perform many health care activities usually carried out by physicians



**PLANNING (FACILITIES) 020**

UF Facilities Planning

**PNEUMATIC FORMS 210****POLISH AMERICANS 380****POPULATION EDUCATION 140**

SN Transmission of knowledge about population processes, population characteristics, the causes of population change and the consequences of that change for the individual and society

**PREGNANT STUDENTS 380****PROPERTY TAXES 230**

UF Ad Valorem Tax

**PUNISHMENT 310****PUPPETRY 030**UF Puppets  
Puppet Shows**RELOCATABLE FACILITIES 210****SEMANTIC DIFFERENTIAL 190****SEX DISCRIMINATION 480**UF Discrimination (Sex)  
Sex Bias  
Sex Prejudice

SI Units

USE METRIC SYSTEM

**SOCIAL STRATIFICATION 490****SPACE SCIENCES 400****STATE OF THE ART REVIEWS 320****STUDENT RESPONSIBILITY 040****TIMEOUT 420**

SN Period of time in which no positive reinforcers are available, e.g., isolation in a small room.

**UPPER DIVISION COLLEGES 470**

SN A college offering junior, senior, and graduate level courses only

**VISUAL AIDS 050**UF Visual Equipment  
Visual Instrumentation  
Visual Materials  
Visual Media**VISUAL LITERACY 010**

SN A group of competencies which allows a human being to discriminate and interpret the visible action, objects, and/or symbols, natural or man-made, that he encounters in his environment

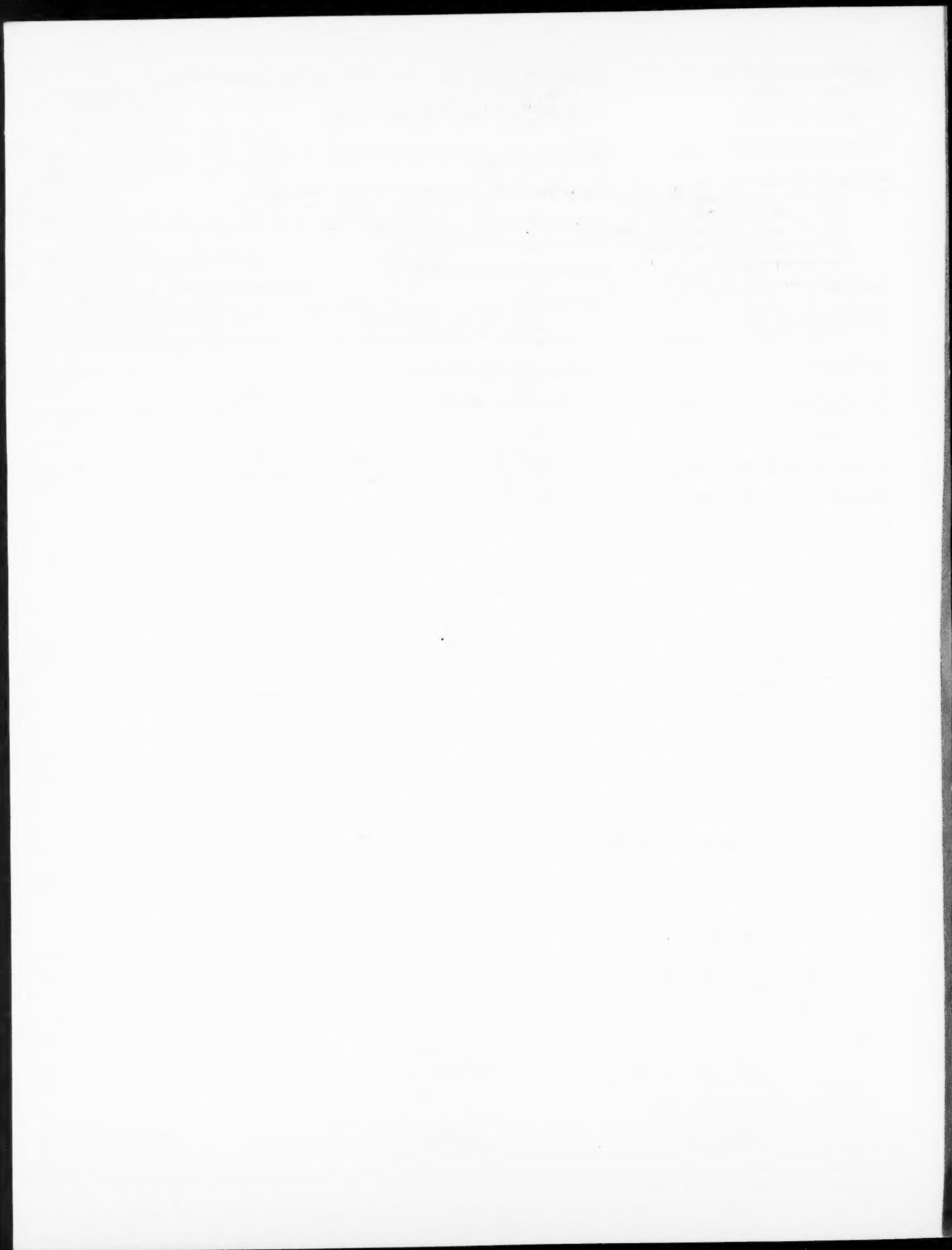
**WAR 480**UF Civil War  
Conventional Warfare  
International War  
Unconventional Warfare**WASTE DISPOSAL 410**

SN Act or process of discarding or throwing away unneeded or excess material including solids, oils, chemicals, and liquids

**WASTES 460**

SN Unneeded, discarded or excess material including solids, oils, chemicals, and liquids

UF Litter  
Refuse**WOMENS STUDIES 110**



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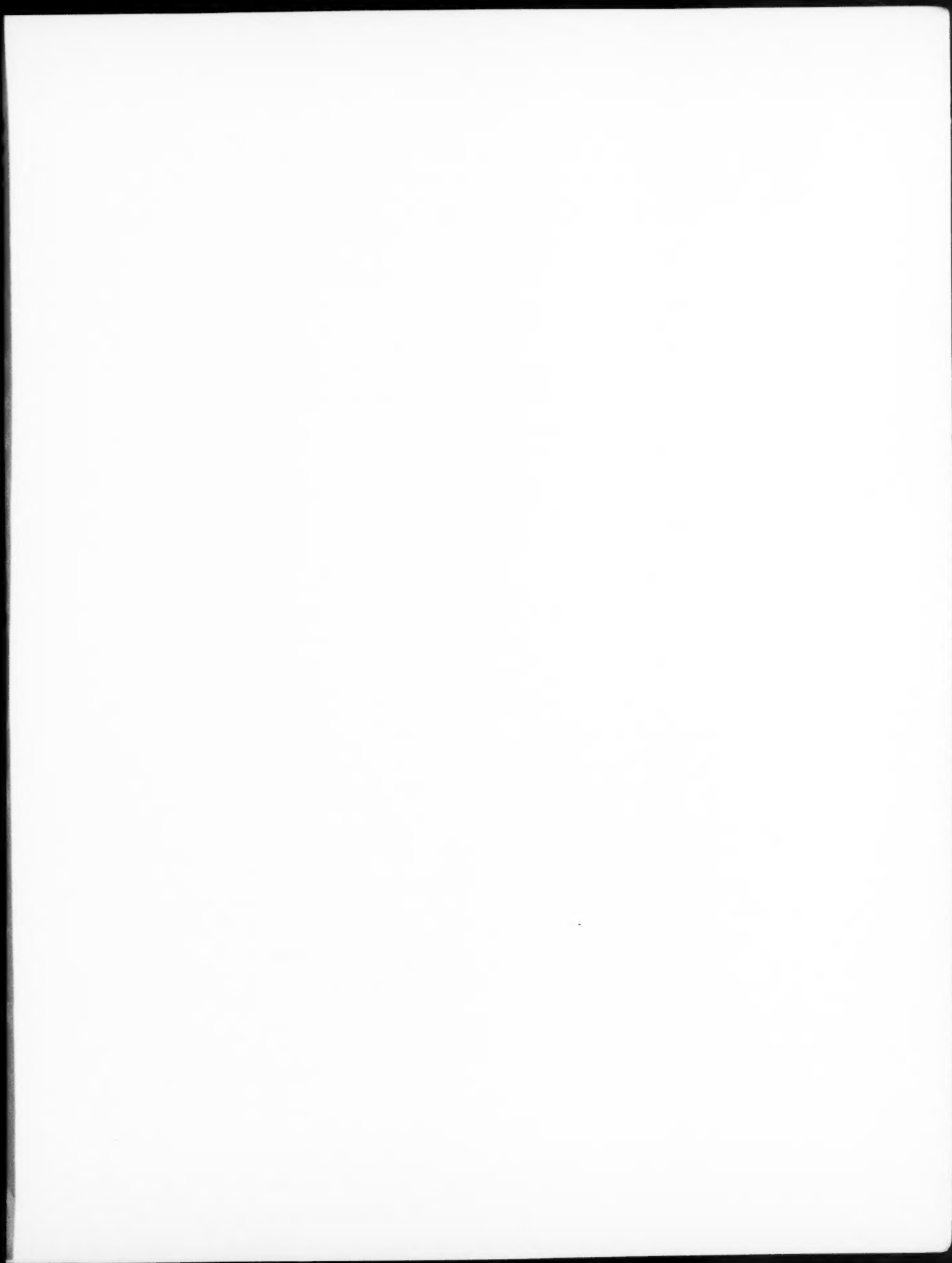
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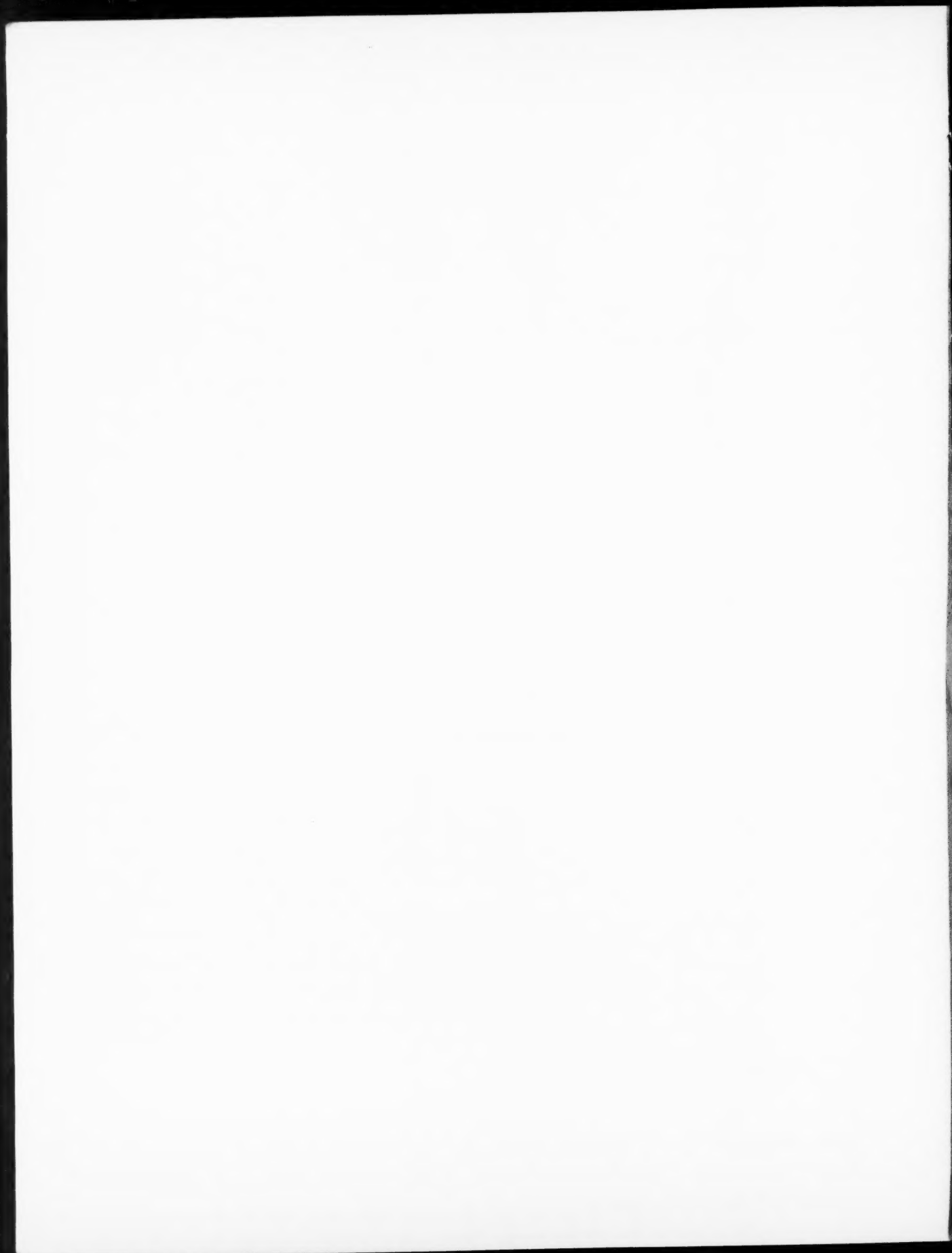
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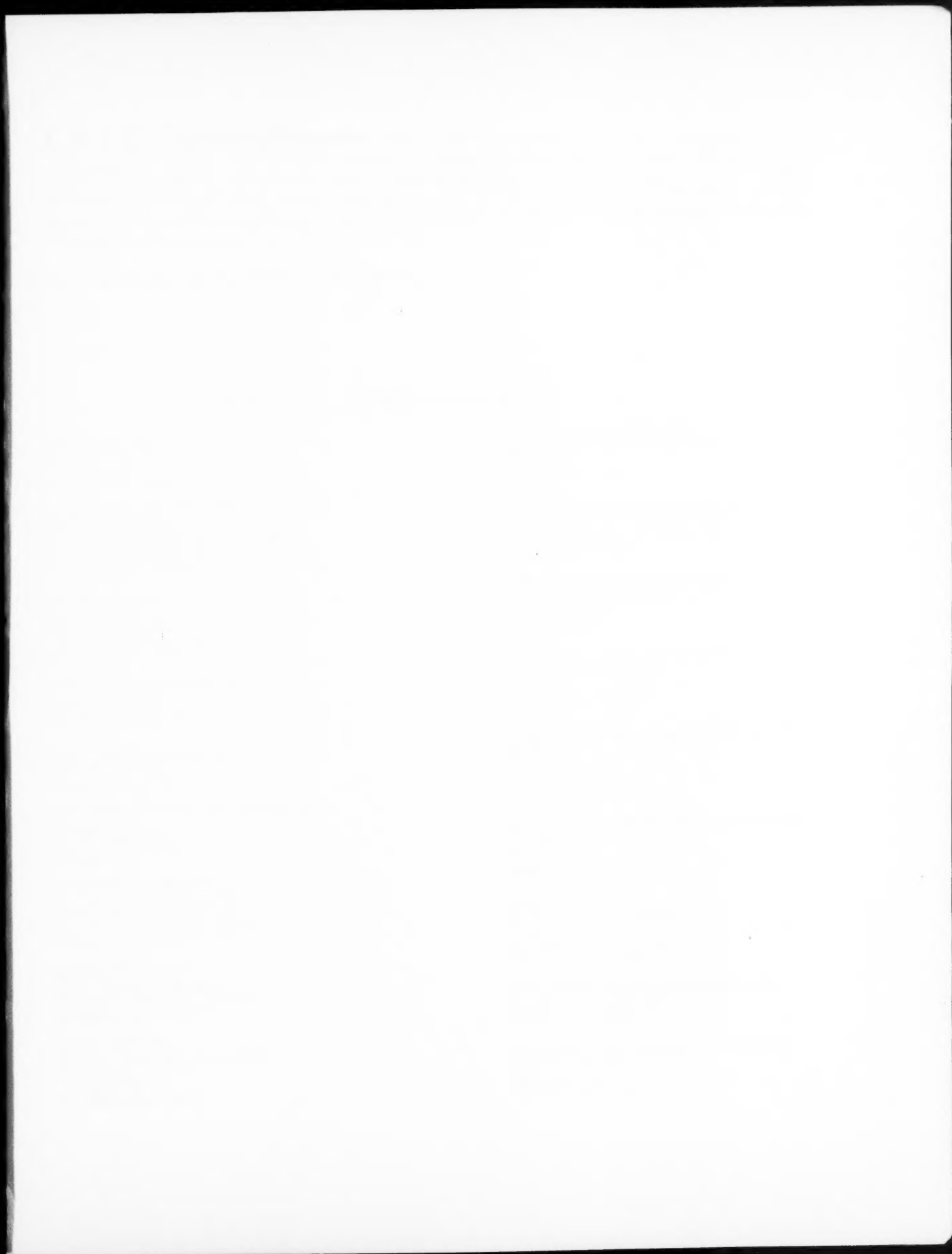
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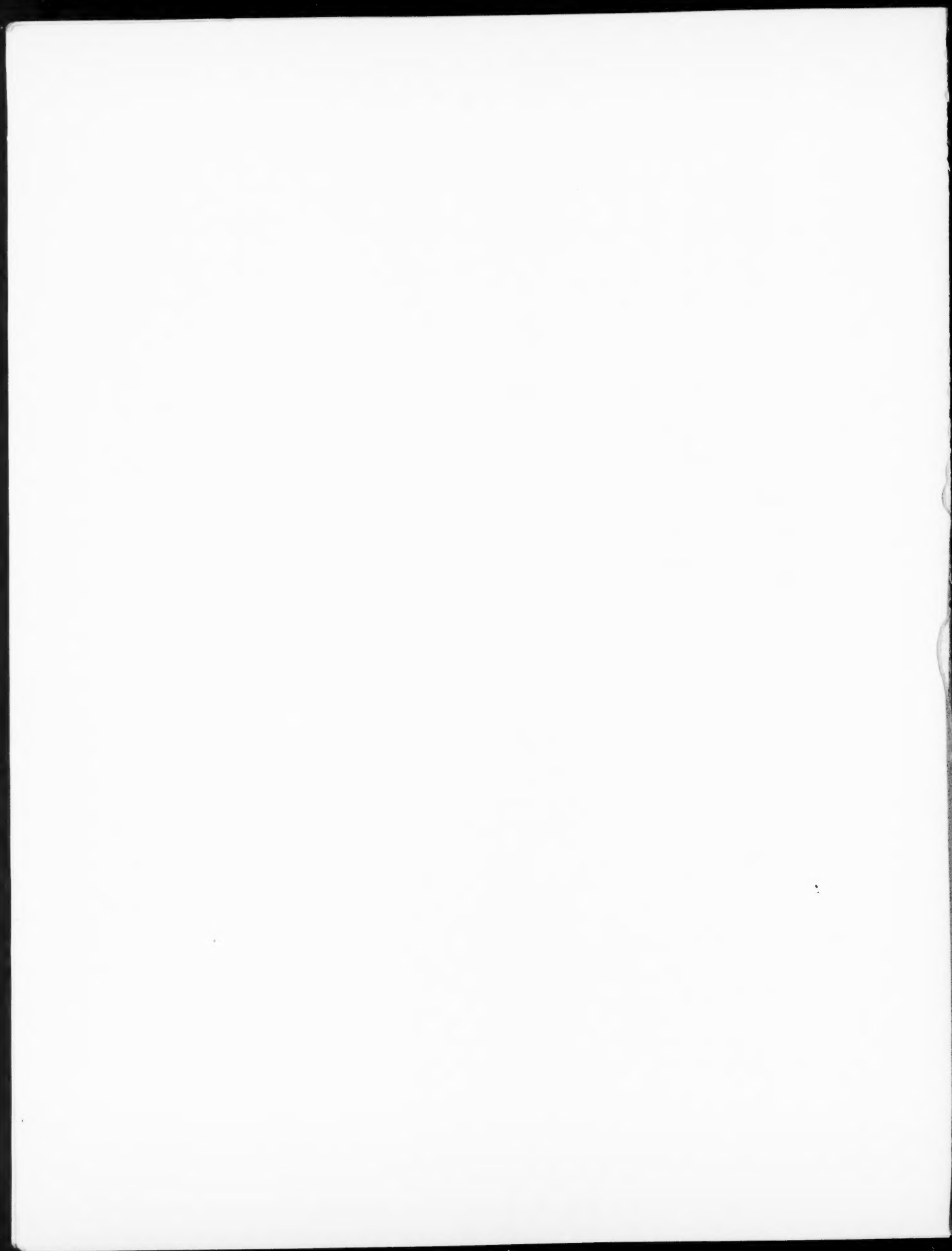
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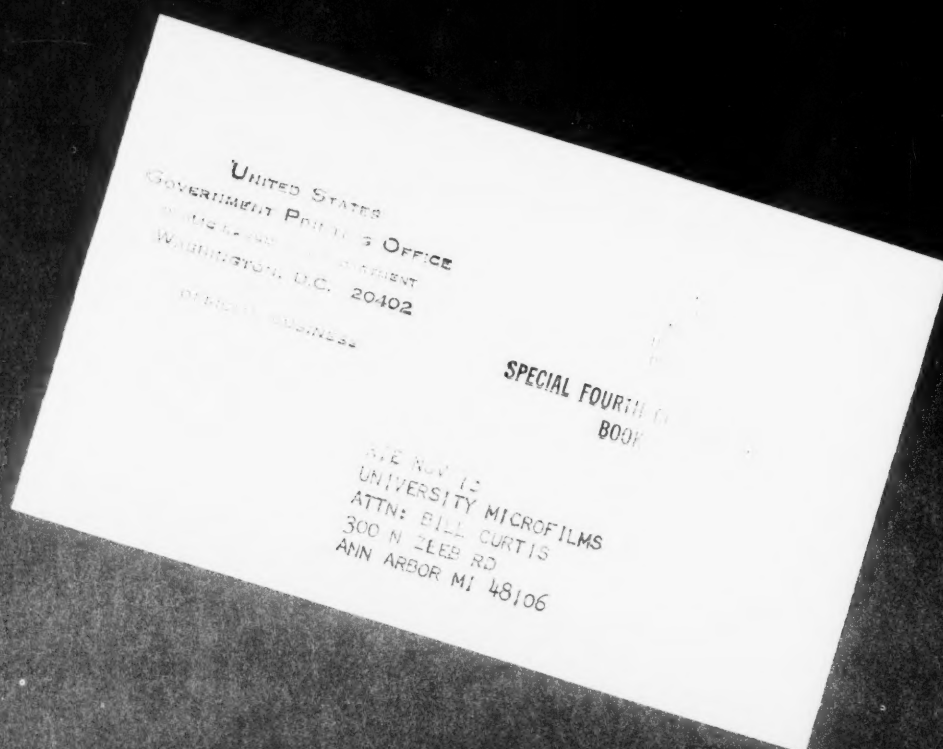
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